

CRITERIA FOR THE SELECTION OF
PUBLIC ELEMENTARY SCHOOL PRINCIPALS
IN THE PROVINCE OF NEWFOUNDLAND AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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CRITERIA FOR THE SELECTION OF PUBLIC ELEMENTARY SCHOOL
PRINCIPALS IN THE PROVINCE OF NEWFOUNDLAND
AND LABRADOR

by



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A THESIS

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ABSTRACT

The major purpose of this study was to investigate the preferences of the Newfoundland and Labrador Educational District superintendents for criteria in selecting public elementary school principals. Data collected from 26 Integrated and Roman Catholic district superintendents provided the necessary information used in the testing of the various hypotheses.

One hundred and twenty-three selection criteria, identified mainly from related research, were used in the questionnaire. These were categorized under six major headings as follows: (1) Professional Qualifications, (2) Professional Experience, (3) Personal-Professional Attributes, (4) Professional Selection Standards, (5) Professional Selection Techniques, and (6) Personal Attributes. District superintendents were required to indicate their preferences of the criteria in sections 1 through 5 according to the appropriateness of the criteria in a selection process. Section 5 required the superintendents to estimate the importance of principalship candidates' personal attributes. The response scale for each attribute was 5, 4, 3, 2, and 1. Corresponding to each attribute is Most Important, Fairly Important, Uncertain, Of Little Importance, and Of No Importance.

Results of the analysis of data relating to the preferences, and estimations of the respondents, as a whole, revealed that the superintendents do not agree on the criteria to be used in selecting principalship candidates.

Respondents were classified and compared on the basis of certain selected variables such as district type, district size, administrative experience, and supervisory experience. Based on findings using the Chi Square, it was concluded that superintendents' preferences of the selection criteria were seldomly influenced by their professional characteristics.

The general conclusions from this study were: (1) superintendents do not agree on the appropriateness of criteria to be used in the selection of public elementary school principals, and (2) in terms of a uniform selection procedure, the Newfoundland and Labrador school districts are similar to many other North American systems where research on this topic has been conducted.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
Introduction	1
The Problem	4
Purpose of the Study	4
Statement of the Sub-problems	4
Background of the Problem	4
Need for and Significance of the Study ...	5
Conceptual Framework	5
Personal and Professional Variables of	
Educational Leaders	10
Personal and Professional Variables of	
Elementary Principals	16
Definitions of Terms	21
Limitations	22
Assumptions	23
Summary	24
II. REVIEW OF RELATED LITERATURE	25
The Principalship	25
History of the Principalship	25
Head Teacher Stage	26
Teaching Principalship Stage	27

CHAPTER	PAGE
Building Principalship Stage	27
Importance of the Principalship	27
Selection Process	30
Selection Techniques	33
Recruitment and Screening	33
Letters of Recommendation	35
Paper and Pencil Tests	36
Personal-History Blanks	38
Interviews	38
Selection Criteria	39
Summary	42
III. METHOD OF COLLECTION AND TREATMENT OF DATA ...	44
The Questionnaire	44
Justification for its Use	44
Construction	44
The Sample and Distribution of Questionnaires	48
Treatment of Data	51
Hypotheses	52
Statement of Hypotheses	52
Testing of Hypotheses	56
IV. ANALYSIS OF DATA	58
Professional Characteristics of District	
Superintendents	59
District Size	59

CHAPTER

PAGE

Elementary Principalship Experience	60
Elementary Vice-Principalship Experience .	61
Secondary Principalship Experience	63
Secondary Vice-Principalship Experience ..	64
Supervising Principalship Experience	65
Supervisory Inspector Experience	66
Summary of Superintendents' Professional Characteristics	68
Analysis of the Total Responses of District Superintendents to Various Classifications of Selection Criteria	69
Professional Qualifications	70
Hypothesis One	70
Related Findings	71
Professional Experience	73
Hypothesis Two	73
Related Findings	73
Personal-Professional Attributes	75
Hypothesis Three	75
Related Findings	77
Professional Selection Standards	77
Hypothesis Four	77
Related Findings	78
Professional Selection Techniques	80
Hypothesis Five	80

CHAPTER

ix

PAGE

Related Findings	81
Personal Attributes	83
Hypothesis Six	83
Related Findings	87
Summary of Total Responses of District Superintendents	88
Analysis of Responses of District Superintendents When Classified on the Basis of Selected Professional Characteristics	90
Professional Qualifications	90
Summary of Professional Qualifications ...	105
Professional Experience	105
Summary of Professional Experience	120
Personal-Professional Attributes	120
Summary of Personal-Professional Attributes	136
Professional Selection Standards	136
Summary of Professional Selection Standards	149
Professional Selection Techniques	149
Summary of Professional Selection Techniques	165
Summary	165

	x
CHAPTER	PAGE
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	167
Summary of the Study	167
The Problem	167
Instrumentation and Methodology	168
The Sample	169
Summary of Findings Related to	
Professional Qualifications	170
Summary of Findings Related to	
Professional Experience	170
Summary of Findings Related to Personal-	
Professional Attributes	171
Summary of Findings Related to	
Professional Selection Standards	171
Summary of Findings Related to	
Professional Selection Techniques	173
Conclusions	174
Recommendations	176
Plan for Selection	176
Recommendations for Further Study	178
BIBLIOGRAPHY	179
APPENDICES	186
Appendix A: Questionnaire	187
Appendix B: Correspondence	200
Appendix C: Poteet's Instrument	205

LIST OF TABLES

TABLE	PAGE
I. Superintendent Population and Related Sample by District Type	49
II. Tabulation of Survey Returns	50
III. District Superintendents Classified by District Type and District Size	60
IV. Years of Elementary School Principalship Experience of Integrated and Roman Catholic District Superintendents	61
V. Years of Elementary School Vice- Principalship Experience of Integrated and Roman Catholic District Superintendents	62
VI. Years of Secondary School Principalship Experience of Integrated and Roman Catholic District Superintendents	64
VII. Years of Secondary School Vice-Principalship Experience of Integrated and Roman Catholic District Superintendents	65
VIII. Years of Supervising Principalship Experience of Integrated and Roman Catholic District Superintendents	67
IX. Years of Supervisory Inspector Experience of Integrated and Roman Catholic District Superintendents	68
X. Responses of District Superintendents to Professional Qualifications of Elementary Principalship Candidates	72
XI. Responses of District Superintendents to Professional Experience of Elementary Principalship Candidates	74
XII. Responses of District Superintendents to Personal-Professional Attributes of Elementary Principalship Candidates	76

TABLE	PAGE
XIII. Responses of District Superintendents to Professional Standards for Selection of Elementary Principalship Candidates	79
XIV. Responses of District Superintendents to Professional Techniques for Selection of Elementary Principalship Candidates	82
XV. Consensus of Agreement of District Superintendents in Estimating the Importance of Elementary Principalship Candidates' Personal Attributes	84
XVI. District Type as an Influence on District Superintendents' Preferences of Candidates' Professional Qualifications	93
XVII. District Size as an Influence on District Superintendents' Preferences of Candidates' Professional Qualifications	94
XVIII. Elementary Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Qualifications	96
XIX. Elementary Vice-Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Qualifications	97
XX. Secondary Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Qualifications	98
XXI. Secondary Vice-Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Experience	100
XXII. Supervising Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Qualifications	102

TABLE	PAGE
XXIII. Supervisory Inspector Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Qualifications	104
XXIV. District Type as an Influence on District Superintendents' Preferences of Candidates' Professional Experience	107
XXV. District Size as an Influence on District Superintendents' Preferences of Candidates' Professional Experience	108
XXVI. Elementary Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Experience	110
XXVII. Elementary Vice-Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Experience	112
XXVIII. Secondary Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Experience	113
XXIX. Secondary Vice-Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Experience	115
XXX. Supervising Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Experience	117
XXXI. Supervisory Inspector Experience as an Influence on District Superintendents' Preferences of Candidates' Professional Experience	119
XXXII. District Type as an Influence on District Superintendents' Preferences of Candidates' Personal-Professional Attributes	122

TABLE

PAGE

XXXIII.	District Size as an Influence on District Superintendents' Preferences of Candidates' Personal-Professional Attributes	124
XXXIV.	Elementary Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Personal-Professional Attributes	126
XXXV.	Elementary Vice-Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Personal-Professional Attributes	128
XXXVI.	Secondary Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Personal-Professional Attributes	130
XXXVII.	Secondary Vice-Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Personal-Professional Attributes	131
XXXVIII.	Supervising Principalship Experience as an Influence on District Superintendents' Preferences of Candidates' Personal-Professional Attributes	133
XXXIX.	Supervisory Inspector Experience as an Influence on District Superintendents' Preferences of Candidates' Personal-Professional Attributes	135
XL.	District Type as an Influence on District Superintendents' Preferences of Professional Standards to be used in the Selection of Elementary Principalship Candidates	139
XLI.	District Size as an Influence on District Superintendents' Preferences of Professional Standards to be used in the Selection of Elementary Principalship Candidates	140

TABLE	xv PAGE
XLII. Elementary Principalship Experience as an Influence on District Superintendents' Preferences of Professional Standards to be used in the Selection of Elementary Principalship Candidates	142
XLIII. Elementary Vice-Principalship Experience as an Influence on District Superintendents' Preferences of Professional Standards to be used in the Selection of Elementary Principalship Candidates	143
XLIV. Secondary Principalship Experience as an Influence on District Superintendents' Preferences of Professional Standards to be used in the Selection of Elementary Principalship Candidates	144
XLV. Secondary Vice-Principalship Experience as an Influence on District Superintendents' Preferences of Professional Standards to be used in the Selection of Elementary Principalship Candidates	146
XLVI. Supervising Principalship Experience as an Influence on District Superintendents' Preferences of Professional Standards to be used in the Selection of Elementary Principalship Candidates	147
XLVII. Supervisory Inspector Experience as an Influence on District Superintendents' Preferences of Professional Standards to be used in the Selection of Elementary Principalship Candidates	148
XLVIII. District Type as an Influence on District Superintendents' Preferences of Professional Techniques to be used in the Selection of Elementary Principalship Candidates	152
XLIX. District Size as an Influence on District Superintendents' Preferences of Professional Techniques to be used in the Selection of Elementary Principalship Candidates	153

TABLE

PAGE

L.	Elementary Principalship Experience as an Influence on District Superintendents' Preferences of Professional Techniques to be used in the Selection of Elementary Principalship Candidates	155
LI.	Elementary Vice-Principalship Experience as an Influence on District Superintendents' Preferences of Professional Techniques to be used in the Selection of Elementary Principalship Candidates	156
LII.	Secondary Principalship Experience as an Influence on District Superintendents' Preferences of Professional Techniques to be used in the Selection of Elementary Principalship Candidates	158
LIII.	Secondary Vice-Principalship Experience as an Influence on District Superintendents' Preferences of Professional Techniques to be used in the Selection of Elementary Principalship Candidates	160
LIV.	Supervising Principalship Experience as an Influence on District Superintendents' Preferences of Professional Techniques to be used in the selection of Elementary Principalship Candidates	162
LV.	Supervisory Inspector Experience as an Influence on District Superintendents' Preferences of Professional Techniques to be used in the Selection of Elementary Principalship Candidates	164

CHAPTER I

THE PROBLEM

INTRODUCTION

One can hardly dispute the claim that the quality of elementary school leaders is dependent on the objectivity and validity of selection procedures, and that the quality of elementary education is dependent on both.

Perhaps, one of the most important roles in the field of educational administration is that of the elementary principalship. Eulie¹ and Kraft² maintain that the principalship is the key administrative role in the school system.

This administrative position has not always been filled by individuals with a wide array of personal and professional proficiencies. Jenson states that, "the prerequisites for appointment to this position were often limited to experience as a classroom teacher."³

¹Joseph Eulie, "It's Not the School -- It's the Principal," American School Board Journal, CLIII, (July, 1966), 12-20.

²Luther E. Bradfield and Leonard E. Kraft (eds.), The Elementary School Principal in Action, (Scranton, Penn.: International Textbook Company, 1970), p. 1.

³Theodore J. Jenson et al., Elementary School Administration, (Boston: Allyn and Bacon, 1967), p. 389.

The role of the elementary principal has changed and will continue to change. The past decade has seen a significant increase in the dimensions and functions of the elementary principalship. Consequently, the scope of proficiencies needed by individuals to meet the demands of the principalship has changed.

Boards of education can no longer believe that the public school systems can recruit and develop administrative personnel without the use of a well-defined, well-planned, systematic selection process. Also, they can no longer hope that the candidate's personal aspirations or ambitions, founded upon a self-appraisal of his potential to administer an elementary school, will continue to be a primary factor in the availability of candidates. Gordan maintains that school boards of education must improve the process of selection of elementary school principals. This writer points out the necessity for collecting data from psychological and professional tests, data from interviews, and personal evaluations made by board supervisors.⁴

Campbell et al. strongly advise that greater scrutiny of administrative candidates be exercised by the school districts who will employ them. The authors call for

⁴Joan Claire Gordan, "Selection of Elementary School Principals," National Elementary Principal, XLV, (April, 1966), 62-64.

the use of tests which bring out the personal characteristics of administrative candidates.⁵

One very substantial argument given in favour of a completely planned, systematic, and carefully executed selection process is that of Jenson who states:

It (sound selection procedures) provides a rational and uniform basis which, when constantly applied, provides the applicant, as well as the community, with the assurance that merit not favouritism, not influence, not political considerations, is the determining factor ... and it provides the chief executive, who is ultimately responsible for the selection of all personnel, with a basis by which he can justify his selections should they be questioned or contested.⁶

McIntyre asserts that the recruitment and selection of leaders for the elementary school principalship should produce the best possible choice for the position to be filled. He continues to say that, "at times, the choice may not prove to be of the expectations rendered; however, this would be the exception rather than the rule whenever a 'formal' system is used."⁷

If the continued improvement of elementary education is closely related to the quality of leadership provided by the elementary school principals, a concerted effort must

⁵Roald F. Campbell, L.L. Cunningham and R.F. McPhee, The Organization and Control of American Schools, (Columbus, Ohio: Charles E. Merrill Publishing Company, 1965), pp. 252-253.

⁶Jenson et al., op. cit., p. 289.

⁷Kenneth E. McIntyre, "The Selection of Elementary School Principals," National Elementary Principal, XLIV, (April, 1965), 42-46.

be made to improve the selection process.

I. THE PROBLEM

Purpose of the Study

This study is concerned with an investigation of the preferences of the Newfoundland and Labrador Educational District superintendents for criteria in selecting public elementary school principals.

Statement of the Sub-Problems

A consideration of the problem requires a study of the following sub-problems:

1. The professional qualifications preferred in public elementary school principals.
2. The professional experience preferred in public elementary school principals.
3. The personal-professional attributes preferred in public elementary school principals.
4. The professional selection standards to be used in the selection of public elementary school principals.
5. The professional selection techniques to be used in the selection of public elementary school principals.
6. The importance of personal attributes in public elementary school principals.

Background of the Problem

This study is, in part, a replication of three similar studies by the following researchers:

1. Ralph H. Poteet, University of Texas, 1968.

2. Arthur E. Justice, Duke University, North Carolina, 1965.
3. Jack W. Bronfield, Pennsylvania State University, 1962.

These studies were concerned with the 'identification of criteria utilized by district superintendents in the selection of public elementary school principals.'

Specifically, this study will employ the methodology of Dr. Ralph H. Poteet's dissertation.

Need for and Significance of the Study

Elementary school education has high priority. Its programme involves a larger proportion of the school population than does any other segment of public education. It requires and receives a significant share of the public purse. Accordingly, Burr states, "society expects efficient and effective operation of elementary schools."⁸

It is logical to assume that if the elementary school is to achieve a significant degree of efficiency and effectiveness, the principal must be a competent educational leader. As Elsbree et al. point out, "if his leadership is weak and ineffectual, society's investment yields a poor return."⁹

⁸James B. Burr et al., Elementary School Administration, (Boston: Allyn and Bacon, 1969), p. 59

⁹W.S. Elsbree, H.J. McNally and R. Wynn, "A Look Ahead at School Administrative," National Elementary Principal, XLVI, (April, 1967), 57

The increased and increasing complexity of the elementary school principalship subsequent to the creation of regional and central high schools in Newfoundland and Labrador necessitates that the most capable administrators be recruited, selected, and appointed to this position. The district superintendents are faced with many difficult decisions in selecting the competent candidate. It is felt that a knowledge of the criteria used by the district superintendents, as an aggregate, will better enable a superintendent to work hopefully towards a more provincially-uniform selection process.

The needs for this study are: a) to develop criteria against which existing procedures for selection may be evaluated, b) to serve as a guide for school boards in appointing persons to administrative positions, and c) to serve as a guide for district superintendents for screening applicants for the elementary principalship. In addition, the study should prove instrumental in inducing additional research on the topic.

II. CONCEPTUAL FRAMEWORK

The district superintendent is responsible for the selection of elementary school principals within the policy framework so determined by the school board. He is obligated to attempt to achieve the highest possible degree of selectivity. He must, insofar as possible, initiate a 'selection

process' which will identify the most capable candidate for the position -- candidates who are cognizant of the dimensions of the task areas and who have the required attributes and qualifications necessary to carry out these functions. Immegart and Dexheimer, in their article, very specifically and pertinently, outlined the functions of this administrator; they are listed as follows:

DIMENSIONS	FUNCTIONS
PERSONAL	<ol style="list-style-type: none"> 1. Meets own goals 2. Realizes individual achievement 3. Makes individual contribution possible 4. Encourages creativity
PROFESSIONAL	<ol style="list-style-type: none"> 1. Establishes job contribution 2. Advances practice 3. Enhances job values
POLITICAL	<ol style="list-style-type: none"> 1. Secures support for the school 2. Formulates and updates school goals 3. Serves as liaison with governmental agencies 4. Serves as liaison with district central office
SOCIAL	<ol style="list-style-type: none"> 1. Works with students 2. Works with constituents 3. Relates to other agencies and organizations 4. Relates to society
EDUCATIONAL	<ol style="list-style-type: none"> 1. Develops and implements program 2. Develops and deploys staff 3. Provides physical facilities for instruction 4. Assesses effects of school program

- ADMINISTRATIVE**
1. Defines purposes
 2. Determines organization
 3. Guides planning
 4. Secures and allocates resources¹⁰

The superintendent has a tremendous responsibility to initiate the development of a sound selection process.

The chief executive must also attempt to resolve some of the problems associated with the selection of individuals for the elementary school principalship. These problem considerations would, at least, include:

1. Should women get equal consideration in selection?
2. Should preference be given to candidates from within the school system in which the vacancy exists?
3. Who should select the principal? Should there be a selection committee? If so, who should serve on it?
4. Is experience in education essential to success in the principalship?
5. Should applicants be required to meet minimum requirements as to formal education and professional experience?
6. What personality attributes are likely to be predictive of administrative performance?
7. What professional qualifications are essential if a candidate is to successfully meet the challenge of the position?

On going attempts are being made to answer these

¹⁰Glen L. Immegart and Roy Dexheimer, "The Changing (?) Role of the Elementary School Principal," Selected Articles For Elementary School Principals, Department of Elementary School Principals, (Washington, D.C.: National Education Association, 1968), pp. 39-44.

questions concerning the criterion utilized in the selection process. Illustrations of such activity are found in the following publications: American Association of School Administrators, American School Board Journal, Educational Research Journal, Educational Research Digest, Instructor, National Educational Association Bulletin, Natioanl Elementary Principal, Nation's Schools, School Executive, and School Management.

Through these publications and the works of individual writers on the subject of elementary school principals specifically, and the field of educational administration generally, there has been a dearth of information documented. This documentation is oriented in six major directions: (1) evaluative information of the professional qualifications needed for the position, (2) evaluative information of professional experience needed for the position, (3) evaluative information of the personal-professional attributes considered important in candidates for the position, (4) evaluative information of the professional selection standards to be used in the selection process, (5) evaluative information of the professional selection techniques to be used in the selection process, and (6) evaluative information of the importance of the candidates' personal attributes.

Personal and Professional Variables of Educational Leaders

The term leadership has a multiplicity of definitions. It may denote a certain skill or condition of one who guides, directs, manages, and inspires others. The meanings attached to the term are invariably dependent on the type or style of leadership that one has in mind. It is doubtful if one can find clear-cut answers as to what constitutes good leadership; however, the following authors offer their conclusions as to the personal and professional attributes deemed necessary in prospective educational leaders:

Cubberley lists five attributes which he calls the fundamental essentials for educational leadership. These attributes are the marks considered for professional leadership:

1. Ability to stand on one's feet
2. Ability to think through an idea
3. High intellectual ability
4. Intellectual courage
5. Ability to get along well with other people¹¹

McKee points out that the principal must have special training for the position in the areas of educational administration, supervision, direction of personnel, and coordination of public relations.¹²

¹¹Elwood P. Cubberley, The Principal and His School, (Cambridge, Massachusetts: Houghton and Mifflin, 1923, pp. 563-65.

¹²Stanley W. McKee, "A Questionnaire Study of the Elementary-School Principalship," The Elementary School Journal, IXL, (December, 1948), 213-18.

Elsbree and McNally said that the implications of personnel leadership for the preparation of principals necessitate that the leader must;

1. Know more than just knowledge of administrative theory
2. Possess personal magnetism to work effectively with teachers and students
3. Be friendly and approachable
4. Be dedicated to the education of children
5. Respect students
6. Have capacity for democratic leadership
7. Have educational vision
8. Have knowledge of social trends and forces
9. Have successful experience in leading people to work together 13

Ganders, on the other hand, asserts that there are fourteen basic characteristics of educational leaders. These are:

1. Self-control
2. Fairness
3. Impartiality
4. Enthusiasm
5. Tact
6. Energy
7. Sincerity
8. Frankness
9. Positiveness
10. Decisiveness
11. Dignity
12. Likeableness
13. Pleasantness¹⁴
14. Friendliness¹⁴

¹²Willard S. Elsbree and Harold J. McNally, Elementary School Administration and Supervision, (New York: American Book Company, 1951), p. 19.

¹³Harry S. Ganders, "Prestige, Loyalty, Popularity, and Other Accompaniments of Leadership," Educational Review, LXXIV, (November, 1927), 205-08.

Schilson writes that those who express a desire to become principals should possess certain personal and professional characteristics which could be termed criteria for admittance. These criteria are as follows:

1. Mature judgement
2. Ability to work well with others
3. Evidence of leadership ability
4. Ability to communicate effectively
5. Above-average intelligence
6. Physical stamina
7. Dependability
8. Democratic philosophy of education
9. Academic qualifications for elementary teacher certification
10. Compassion for, and understanding of children in their various stages of development
11. Capability to conceive and foster creativity in working with children and adult colleagues.¹⁴

Anderson maintains that we operate on the assumption that the most important identifying characteristics of prospective educational leaders include at least the following:

1. High intellectual ability
2. Broad educational background
3. Successful leadership experience

Anderson goes on to state that, "intelligence -- that many faceted jewel" -- is one of the best clues to the potential success of any prospective candidate for the field.¹⁵

¹⁴Donald L. Schilson, "The Elementary Principal: Selection and Training," American School Board Journal, CL, (April, 1965), 65-67.

¹⁵Donald P. Anderson, "Recruiting Leaders for Tomorrow's Schools," National Elementary Principal, XLIV, (April, 1965), 47-52.

Moore has listed "intelligence, social motivation, and general education" as prime criteria for administrative selection.¹⁶

Jacobson, Reavis, and Logsdon present information of exhaustive studies, conducted over a period of two decades, attempting to determine what constitutes good educational leadership. Jacobson, et al., list fifteen indicators for guidelines and maintains that the leader exceeds the average member of his group in the following ways:

1. Sociability
2. Initiative
3. Persistence
4. Knowing how to get things done
5. Self-confidence
6. Alertness and insight into situations
7. Cooperativeness
8. Popularity
9. Adaptability
10. Verbal facility
11. Scholarship
12. Dependability in exercising responsibilities
13. Intelligence
14. Activity and social participation
15. Socio-economic status¹⁷

Lipham states that effective principals have higher activity drives, higher achievement drives, higher social mobility, above average ability to get along well with

¹⁶Robert B. Moore, "Selecting Administrators Through Testing," Administrator's Notebook, X, (April, 1962).

¹⁷Paul B. Jacobson, C. Reavis and James D. Logsdon, The Effective School Principal, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), pp. 99-100.

others, and possessed greater emotional control than did ineffective principals.¹⁸

Briner, in his study of twenty-nine San Francisco, California Bay Area superintendents, concluded that the superintendents looked for the following qualities in subordinate administrators:

1. Age: between 30 and 40 years of age
2. Neat in appearance
3. Freedom from physical defects
4. Attentiveness
5. Dignity
6. Varied social and cultural interests
7. Married
8. Good credit standing
9. Above average intelligence
10. Ability in public relations
11. High academic grades
12. Creativeness
13. Ability to anticipate problems
14. Loyalty
15. Dedication
16. Democratic philosophy of education
17. Experimental by nature
18. Broad liberal arts background in undergraduate studies
19. Extensive exposure to sociological, psychological, biological, and philosophical foundations of education
20. Good health
21. Cooperativeness
22. Ability to inspire others
23. Poise
24. Ability to assume responsibilities
25. Two years of teaching experience
26. Ability to evaluate teacher performance

¹⁸James M. Lipham, "Personal Variables of Effective Administrators," Administrator's Notebook, IX, (September, 1960).

27. Membership in professional organizations
28. Willingness to use outside personnel¹⁹

One of the classic approaches to leadership qualities has been made by Ordway Tead. His works, and especially, The Art of Leadership, had a tremendous effect upon the thinking of individuals who were concerned with leadership in general, including educational leadership. Tead enumerates ten qualities which appear (to him) to be of paramount importance:

1. Physical and nervous energy
2. A sense of purpose and direction
3. Enthusiasm
4. Friendliness and affection
5. Integrity
6. Technical mastery
7. Decisiveness
8. Intelligence
9. Teaching skill
10. Faith²⁰

Lindop, after carefully studying the works of leadership experts, maintains that they came close to agreeing that the best and most successful educational leaders exhibit most of the following characteristics:

1. Energy, enthusiasm
2. Confidence
3. Sense of purpose and direction
4. Technical skill
 - Competency and mastery of some field
 - Teaching skill
 - Ability to obtain cooperation

¹⁹Conrad Briner, "The Superintendent and Selection of Subordinate Administrators," Administrator's Notebook, VIII, (February, 1960), citing Conrad Briner, "Identification and Definition of Criteria Relevant to the Selection of Public School Administrative Personnel" (unpublished Doctor's dissertation, Stanford University, 1958).

²⁰Ordway Tead, The Art of Leadership, (New York: McGraw-Hill Book Company, Inc., 1935), pp. 83-263.

- Ability to make others feel important
- Ability to organize
- Ability to express one's ideas
- 5. Imagination, and ability to face reality
- 6. Traits of personality
 - Modesty
 - Friendliness
 - Social ease
 - Lack of snobbishness
 - Tact
 - Frankness and honesty
 - Willingness to serve others
 - Fearlessness for standing up for his right
 - Sense of humor
- 7. Traits of character
 - Adaptability
 - Integrity, sincerity, and honesty
 - Initiative
 - Thoroughness
- 8. Intelligence
 - Curiosity
 - Openmindedness
 - Resourcefulness
 - Ingenuity
 - Originality
 - Ability to anticipate problems
- 9. Judgement
- 10. Faith²¹

Personal and Professional Variables of Elementary Principals

The long range forecasting concerning the preparation and success of elementary school principals is a very difficult prognostication to achieve. This can be partially explained by the fact that the elementary school principalship rests upon social change. The following authors offer their opinions on what personal and professional attributes are necessary for an elementary school principal to achieve

²¹ Bloyd Lindop, "Qualities of the Leader," Elementary School Administration, ed. Oscar T. Jarvis, (Dubuque, Iowa: William C. Brown Company Publishers, 1969), pp. 5-6.

success:

Templeton outlines the qualities necessary for an elementary principal to carry out administrative duties:

1. Candidate's philosophy of education
2. Personality
3. Understanding of children and ability to work with people.
4. Leadership
5. Administrative ability
6. Dependability and responsibility
7. Adaptability to meeting changing conditions
8. Educational training, not less than a Master's degree with considerable work in administration and supervision²²

The National Elementary Principal furnishes what has commonly been called the 'hidden qualities' in the personality of the elementary principal. These qualities include:

1. Honesty
2. Integrity
3. Kindness
4. Tact
5. Intelligence
6. Alertness
7. Admiration and respect²³

Wiles and Grobman bring forth the opinion that highest productivity is found in democratic leadership situations.²⁴ Obviously, the authors would wish the elementary principal to have a democratic philosophy of education.

²²Arthur F. Templeton, "The Yonker's System of Selecting Principals," School Executive, LXXI, (June, 1965), 61.

²³"Who is a Good Principal?" National Elementary Principal, XXXII, (May, 1953), 6-9.

²⁴Kimball Wiles and Huda G. Grobman, "Principals as Leaders," Nation's Schools, LVI, (October, 1955), 75-77.

Reavis states that the personal characteristics that appear to be essential to successful elementary school leadership are:

1. Superior intellectual ability
2. High degree of social intelligence
3. Initiative, resourcefulness
4. Co-operative attitude
5. Personal attractiveness
6. Drive
7. Physical and mental health
8. High moral and personal integrity
9. Sound judgement and common sense²⁵

The National Education Association presents the following characteristics, in order of frequency, as a result of a survey of six hundred and eight-nine superintendents' preferences of candidates' personal attributes:

1. Effective educational and community leadership
2. Ability to work cooperatively with teachers
3. Ability to get along well with others
4. Ability to organize and carry out a good school program
5. Professional attitude and spirit
6. Genuine liking for and understanding of children
7. Desire and capacity to improve
8. Personality
9. Ability to build a good public relations program
10. Clear understanding of elementary education and the principal's part in it
11. Willingness to assume responsibility
12. Good judgement and common sense
13. Democratic attitude²⁶

²⁵William C. Reavis et al., Administering the Elementary School, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957), p. 237.

²⁶Department of Elementary Principals, National Education Association, The Elementary School Principalship, (Washington, D.C.: Department of Elementary School Principals, National Education Association, 1961), p. 167.

The National Education survey also concluded that the inability of the principals, as perceived by district superintendents, to be successful was a result of the absence of the above mentioned traits.

Stoops and Johnson state that there are certain principles relating to leadership that should be second nature to the chief administrator of the elementary school. The authors listed these as:

1. Sensitive to the needs of individuals
2. Should have imagination
3. Quality of action
4. Loyalty to his followers
5. Ability to communicate
6. Possess stamina
7. Intelligence
8. Character
9. Knowledge of human relations techniques²⁷

Chilton maintains that in order for the elementary principal to contend with his numerous, time-consuming, responsible duties, he must possess the mental abilities to perform his job; he must be able to communicate; lead and plan efficiently. He must be able to understand the philosophy of democratic principles in order to promote excellent teacher-principal learning situations. Chilton, contends, therefore, that the principal's qualifications should include ability in public relations. To qualify, he must be a leader with proof of ability, organization, and stamina.

²⁷Emery Stoops and Russell E. Johnson, Elementary School Administration, (New York: Ginn and Company, 1961), pp. 31-34.

Chilton advises the elementary principal that, "leadership requires decisive and affirmative action."²⁸

Faber and Shearron state that the following characteristics should be preferred in appointing elementary principals because they are related to Executive Professional Leadership (E.L.P.) as reported by Gross and Herriott:

1. A high level of academic performance in college
2. A high degree of interpersonal skill
3. The motive of service
4. Willingness to commit off-duty time to their work
5. Relatively little seniority as teachers²⁹

Justice, in his research, listed the following criteria that received highest responses by district superintendents:

1. Grooming
2. Effectiveness of expression
3. Poise
4. Ability to communicate
5. Dependability
6. Cooperativeness
7. Honesty
8. Ability to maintain discipline
9. Enthusiasm
10. Patience
11. Ability to plan
12. Friendliness
13. Self-control
14. Tact
15. Knowledge of classroom management
16. Ability to work with parents

²⁸Stuart Chilton, "Elementary Principal -- Guardian of Future Generations," Texas School Business, XIII, (May, 1967), cited in Ralph H. Poteet, "Criteria for the Selection of Public Elementary School Principals in the State of Texas" (unpublished Doctor's dissertation, East State Texas University, 1968), p. 15.

²⁹Charles F. Faber and Gilbert F. Shearron, Elementary School Administration: Theory and Practice, (New York: Holt, Rinehart and Winston, Inc., 1970), p. 241.

17. Resourcefulness
18. Soundness of judgement
19. Sense of humor³⁰

The preceding survey revealed that there was much agreement of the general scope covering personal and professional criteria for the selection of elementary school principals. The authors have indicated leadership and intelligence as two of the most important criteria.

III. DEFINITIONS OF TERMS

For the purposes of this study, the following operational definitions of key terms will be employed:

Criteria. Refers to the standards or tests by which administrative behaviour may be evaluated.

Elementary School. Refers to a school other than secondary or post secondary in which we find the grades kindergarten through six (K-6) or any combination thereof.

Elementary School Principal. Refers to the chief elementary school official who is responsible for performing the duties as prescribed by The Schools Act, 1969.³¹

Elementary School Principalship. Refers to the top hierarchical position in the elementary school as defined.

³⁰Arthur E. Justice, "Criteria for the Selection of Public Elementary School Principals in the State of Georgia" (unpublished Doctor's dissertation, Duke University, 1965), p. 105.

³¹Newfoundland and Labrador, Department of Education, The Schools Act, 1969, (St. John's: The Queen's Printer, 1969), p. 23.

Selection. Refers to the deliberate act of choosing an administrative candidate for the elementary school principalship as defined.

District Superintendent. Refers to the chief executive of the school district who is responsible for performing the duties as prescribed by The Schools Act, 1969.³²

Type of District. Refers to a classification of Integrated or Roman Catholic Educational Districts.

Administrative Experience. Refers to experience as an elementary or secondary principal or vice-principal.

Supervisory Experience. Refers to experience as a district board supervisor or supervisory inspector.

IV. LIMITATIONS

1. This study will examine the preferences of the district superintendents for all of the educational districts in Newfoundland and Labrador with the exception of Ramea, Burgeo, Seventh Day Adventists, and the Pentecostal Assemblies of Newfoundland. The first three districts have been excluded from the study due to the fact that, at present, they do not have a district superintendent. The last district was excluded for two reasons:

³²The Schools Act, 1969, pp. 23-24.

(1) it is necessary to maintain anonymity for the respondents, and (2) inclusion of the Pentecostal Assemblies with either the Integrated or Roman Catholic Districts would bias the information obtained.

2. No attempt will be made to investigate the criteria used at the secondary level.

3. No attempt will be made to ascertain the preferences of school board members or central office administrators (other than the district superintendents).

V. ASSUMPTIONS

The basic assumptions of the study are as follows:

1. District superintendents play an important role in the selection of public elementary school principals.

2. The ascertaining of the district superintendents' preferences regarding candidates' professional qualifications, professional experience, personal-professional attributes, and the selection standards and techniques to be used in the selection process is required before a formal personnel policy on selection and appointment can be formulated.

3. Underlying the selection process there are personal and professional variables which can enhance school district's efforts in selecting administrators who are most likely to succeed.³³

³³American Association of School Administrators, The Right Principal for the Right School, (Washington, D.C.: American Library Association, 1968), p. 26.

SUMMARY

The single most important job of the boards of education is to choose the 'right' man as the executive leader of its district. In the same vein, the most crucial task of the chief executive is to choose the most capable principals for that district. The district superintendent is responsible for the investigation of applicants' qualifications, experience, and personal attributes before any appointments can be made. The recommendation of any applicant for the principalship must come from the superintendent; it is upon his recommendation that the school board makes its selection for filling a particular position.

The major purpose of this study is to ascertain what the district superintendents of the Newfoundland and Labrador Educational districts consider to be important criteria for selecting public elementary school principals.

The minor purpose of this study is to ascertain if the district superintendents' preferences may be a function of: (1) type of district in which they are employed, (2) size of district in which they are employed, (3) administrative experience, and (4) supervisory experience.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a brief history of the public elementary principalship by describing its specific but not mutually exclusive stages of development. It attempts to present the various opinions of the many writers in the field of educational administration regarding, current phases, procedures, and techniques used in the selection of administrative personnel. It deals with some of the major criticisms of selection practices and criterion that are presently used by boards of education. It also reveals the possible trends for future selection procedures.

This chapter is divided into two sections, as follows:

1. The principalship (history and present importance)
2. The selection process (current phases, procedures, and techniques; a critique of the practices and implications)

I. THE PRINCIPALSHIP

History

The elementary principalship, as it is presently constituted, has evolved through four stages of development: head teacher, clerical, managerial, and professional. McClure, in 1921, stated that at that time "principals were just beginning to enter the most recent stage of professional

leadership."¹

Cooper quotes the 1926 Fifth Yearbook of the Department of Elementary School Principals as giving the following four levels of development which closely parallels those listed by McClure:

STAGE	CHIEF DUTY
Head Teacher (full-time)	Teaching
Teaching Principal (full-time)	Teaching
Building Principal (full-time)	Administration
Supervising Principal (full-time)	Supervision ²

Cooper continues to give a brief description of these stages:

Head teacher stage. During the first half of the nineteenth century, the vast majority of elementary schools were of the one-room type. Increased enrollments brought about the need for organizing instruction and thus we had the development of the two-room school and the allocation of subjects to different rooms. Next we find the graded school, an idea adopted from the Prussian system, recommended by Horace Mann to alleviate existing inefficiencies.

¹Worth McClure, "Professionalizing the Principalship," Elementary School Journal, XXI, (June, 1921), 753-43.

²John E. Cooper, Elementary School Principalship, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1967), p. 4, citing the Department of Elementary School Principals, Studies in the Elementary School Principalship, Fifth Yearbook (Washington, D.C.: National Education Association, 1926), p. 208.

Teaching principal stage. The growth of school enrollments during the 1860's resulted in additional clerical duties for the head teacher. As a result, the idea of teaching assistants was implemented such that the principal could then devote more time to such matters as promotion, attendance, discipline (generally administration), and methods of instruction.

Building principal stage. The next step in the development of the principalship came with the appointment of building principals who had been relieved of all teaching duties. Cooper states that this move recognized the expanding scope of the managerial and administrative concerns which had been delegated to the principal. The principal had now won jurisdiction over the building and its activities and had been granted the necessary time for carrying out his assignment.

Supervising principal stage. The elementary principalship emerged as a profession when principals began to pay greater attention to improving instruction. The concept of supervision as exhortation, inspection, and demonstration had been replaced by the idea of supervision as supplying resource aids and by coordinating efforts in identifying and working towards educational goals.³

Importance of the Principalship

At the present time, the role of the elementary

³Cooper, op. cit., pp. 4-6.

principal has greatly expanded. McVey states, "the elementary principalship has been growing in importance and its responsibilities have enlarged, not only in number, but in kind."⁴

Roald F. Campbell et al. are of the opinion ~~that~~ the significant increase in the duties and responsibilities of the elementary principal began in the early sixties when the elementary principalship really began to approach professionalism.⁵

McVey claims importance for the elementary principalship in the educational structure because of the following reasons:

1. The peculiar significance of the elementary school in our society.
2. The nature of his professional operations and the personal contact of the principal with the teachers, children, and parents.
3. The fact that the position frequently provides the intermediate step in the development of higher administrative personnel in the school system.⁶

Stephen A. Romine states that life today has an explosive quality. Consequently, the role of all persons, including the (elementary) principal is subject to many changing and conflicting conditions. Some of the more significant influences within the educational structure which has heightened the necessity to have strong

⁴Richard McVey, "Personality: A Key to Administrative Success," Administrator's Notebook, V, (April, 1957).

⁵Roald F. Campbell et al., Introduction to Educational Administration, (Boston: Allyn and Bacon, Inc., 1962), p. 70.

⁶McVey, loc. cit.

elementary leadership are:

1. Growing centralism in education
2. Increasing innovation and specialization
3. A new breed of teachers and pupils
4. A power struggle in our ... profession
5. Developments in administrative theory
6. The increased size and complexity of schools⁷

Eulie comments upon the importance of the elementary principalship. He maintains that no other person has greater influence upon every aspect of school life than the principal. He states:

Indeed, the principal's influence is such; it can surely be said that the school is molded in the image of the principal ... one poor teacher on a faculty is bad, but a weak and ineffectual principal can ruin a school's educational capacity.⁸

The importance of the principalship is also suggested by the Chant Royal Commission on Education for British Columbia when it says, "The Commission recommends that the greatest care be taken by school boards to ensure that the best persons available are appointed as principals."⁹

⁷Luther E. Bradfield and Leonard E. Kraft, The Elementary School Principal in Action, (Scranton, Penn.: International Textbook Company, 1970), p. 29, citing Stephen A. Romine, "Current Influences Changing the Principal's Role," The North Central Association Quarterly, XLII, (Fall, 1967), pp. 187-91.

⁸Joseph Eulie, "It's Not the School -- It's the Principal," American School Board Journal, CLIII, (July, 1966), 12-20.

⁹J.F. Ellis, Criteria for Evaluating Procedures for Selection of Elementary School Principals, (Vancouver: British Columbia Research Council, 1961), p. 1, citing Province of British Columbia, Report of the Royal Commission on Education, (Victoria: The Queen's Printer, 1960), p. 163.

Reavis, in discussing the importance of the elementary principalship, advises school systems that:

The professional leadership in elementary schools can not be entrusted to chance. (He recommends that) the policy ... should be to select the best prepared candidates available for positions of leadership.¹⁰

II. THE SELECTION PROCESS

Selection Practices

The selection process has received the attention of many researchers. The most quoted work is that of Jay E. Greene. McVey, in reporting on Greene's study, lists the following principles which were identified as important:

1. Selection should be on merit.
2. Selection should take into consideration the duties of the position and the knowledge that is necessary to fulfill these duties.
3. All applicants should be required to meet some minimum requirements as to education and experience.
4. Appraisal should use a comparable basis for rating all candidates.
5. Provision should be made for appraising the knowledge, education, and supervisory techniques of all candidates.
6. Competence in oral discussion should be appraised.
7. Adequate provision should be made for appraising the performance in, and understanding of community relationships of the candidate.
8. Adequate provision should be made for appraising the personality qualities of the applicant including interpersonal skills.
9. Adequate provision should be made for appraising the leadership potential of all candidates.

¹⁰William C. Reavis et al., Administering the Elementary School, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957), p. 246.

10. Individuals called upon to take part in the appraisal of applicants should be impartial and trained in their specific duties.
11. Complete and reliable evidence concerning the professional preparation of candidates should be obtained.
12. All applicants should be required to meet the minimum standards of health and physical fitness.
13. Periodic evaluations of the selection process should be made.
14. Probationary periods should be required.

Greene stated that the pattern of the selection process moved through three phases: (1) establishment of a pool of qualified individuals on the basis of more or less specific set of minimum qualifications. (2) a further extension of qualifications through the administration of some form of written tests, usually testing the retention of factual information and writing ability, and (3) over-all evaluation through some attempt to determine the personality characteristics of the candidates. This was usually achieved through some form of interview, either by an individual or panel selected in various ways.¹¹

McIntyre recommends that the following presently used phases are worthwhile as guidelines to be followed:

1. Describe the job to be filled.
2. Set up standards for selection
3. Locate outstanding prospects.
4. Get routine information through biographical blanks, not by way of interviews or personal contacts.

¹¹McVey, op. cit., citing Jay E. Greene, "Current Practices in the Selection of Principals of Public Elementary Schools in Cities with Populations over 250,000" (unpublished Doctor's dissertation, New York University, 1954), 222 pages.

5. Appraise each candidate's fitness for the position by --a) get the judgements of qualified persons with whom the candidate has worked, b) place the candidate in situations in which behavior relevant to the principalship may be revealed, and c) use appropriate written tests.¹²

Misner, reporting on Leonard E. Swenson's study of selection procedures, states that among Swenson's findings were these methods for the selection of prospective principals:

1. Establishing an objective testing programme.
2. Checking candidate's performance and training record.
3. Identifying prospects early in their teaching career.
4. Publicizing widely.
5. Recruiting widely.¹³

The previous discussion considered some of the over-all procedures presently used in the selection process. It is also necessary to survey the various techniques that are used within the total selection procedure.

Six selection techniques are included for discussion. They are, recruitment and screening, recommendations, ratings, personal-history blanks, written tests, and

¹²Kenneth McIntyre, "The Selection of Elementary School Principals," National Elementary Principal, XLIV, (April, 1965), 42-46.

¹³Paul J. Misner, Fred W. Schneider and Lowell G. Keith, Elementary School Administration, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 17, citing Leonard E. Swenson, "Selection of Prospective Elementary School Principals?" (unpublished Doctor's dissertation, University of Southern California, 1958), p. 3.

interviews. Obviously, these are not all of the possible selection devices covered in the literature, but are the devices most frequently described.

Selection Techniques

Recruitment and screening. Freeman states, "no matter how carefully the course is planned, a race can do no better than pick the best runner on the track."¹⁴ The quote serves as an ironic comment upon the practice of inbreeding. It implies the necessity of advertising widely to attract as many candidates as possible.

Jacobson, Reavis and Logsdon comment upon the practice of inbreeding and loose selection procedures:

The central administrative officer in school systems has been severely criticized for appointing to this important position non-progressive individuals whose chief qualification was long experience in teaching.¹⁵

The prevailing policy of the smaller school districts to limit administrative appointments and promotions from 'within' should be reconsidered; it tends to limit the quality of available leadership. All of the districts seeking administration characterized by 'initiative, ambition, and self-assurance' should look outside their own walls.

¹⁴G.L. Freeman and E.K. Taylor, How to Pick Leaders, (New York: Funk and Wagnalls Company, 1950), p. 126.

¹⁵Paul B. Jacobson, William C. Reavis and James D. Logsdon, The Effective School Principal, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 10.

Jenson et al.¹⁶ and Hencley¹⁷ draw attention to this practice. Hencley reports that the, "previous elementary teaching" factor is often given too much weight when selecting a principal, sometimes excluding applicants' more important aspects. This represents a dangerous oversimplification, and is very apt to lead to incorrect generalizations on the candidate's ability to fill the requirements of the job.

Another common criticism of the recruitment and screening phase of the selection process is voiced by many authors including Anderson, Hare, and Hoyle.

Anderson asserts that women, during the last decade, have been overlooked in the recruitment of school administrators. Anderson states, "the common stereotype of the potential school administrator is the young male Caucasian with a middle class background."¹⁸

Hare questions this common practice of giving preferences to male candidates. She quotes the work of a group of Florida researchers who concluded that women ranked significantly higher than men as democratic principals. She also

¹⁶Theodore J. Jenson et al., Elementary School Administration, (Boston: Allyn and Bacon, 1967), p. 389.

¹⁷Ursula Hencley et al., "Should Elementary Principals First be Elementary Teachers?" Instructor, LXXV, (April, 1966), p. 76.

¹⁸Donald P. Anderson, "Recruiting Leaders for Tomorrow's Schools," National Elementary Principal, XLIV, (April, 1965), 47-52.

quotes John Hemphill's study of selection procedures in the State of New York as concluding that there was no reason to prefer men over women as principals.¹⁹

Hoyle, in quoting Kenneth McIntyre, asserts that research does not show that men are superior to women in the principalship -- in fact, the little evidence we have suggests the opposite conclusion.²⁰

Erickson points out the disadvantage of preferring males to females:

Education can not afford to waste competent leadership. Administrators have an obligation to encourage both male and female candidates who have the necessary qualities for effective leadership. The common practice of preferring male candidates must be seriously questioned.²¹

Letters of recommendation. There seems to be little evidence or justification for the use of these as a means of selection. Ellis specifically identifies two of the more common objections to such letters: a) writers of such

¹⁹Norma O. Hare, "The Woman Principal," National Elementary Principal, XLV, (April, 1966), 12-13, citing John Hemphill, Daniel B. Griffiths and Norman Fredriksen, Administrative Performance and Personality, (New York: Bureau of Publications, Teacher's College, Columbia University, 1962).

²⁰John Hoyle, "Who Shall be Principal -- A Man or Woman?" National Elementary Principal, XLVIII, (January, 1969), 23-24, citing Kenneth McIntyre, "The Selection of Elementary School Principals," National Elementary Principal, XLIV, (April, 1965), 42-47.

²¹Donald Erickson, "Selecting School Principals: Some Recent Developments," Administrator's Notebook, XII, (November, 1963).

letters find it easier to write a favourable letter, especially, if the applicant has access to it, and b) the point of view of the writers may not be consistently relevant.²²

Freeman holds the same point of view as Ellis. He states, "whether gratuitously offered or reluctantly obtained, letters of recommendation share the same common frailty to give a guy a break."²³

Ratings. Ratings are usually made by a candidate's superiors on the assumption that they know how to assess the qualities of the applicant better than subordinates or the candidate's equals. Ellis maintains that ratings by superiors are frequently irrelevant since they apply only to a candidate's classroom experience and not to aspects of his activities that might have pertinence to his leadership ability as a principal.²⁴ If ratings were to be executed by both the applicant's subordinates and superiors, the possibility of obtaining a comprehensive view of his potential would be enhanced.

Paper and pencil tests. Campbell and Gregg, after a review of the current use of written tests, conclude rather

²²Ellis, op. cit., p. 6.

²³Freeman and Taylor, loc. cit.

²⁴Ellis, loc. cit.

pessimistically that the validity and reliability of paper and pencil tests are somewhat less than spectacular when used in the selection of administrators.²⁵ The authors do not rule out entirely the use of such tests.

Three writers who do recommend the use of such tests are Cleeton, Graff, and Houseman.

Cleeton states that paper and pencil tests should be used not to determine those who will be successful in administration, but rather as a cut-off point for those candidates who may not reasonably be expected to succeed.²⁶

Graff and Kimbrough report that the Miller Analogies, and the Watson-Glasler Critical Thinking Appraisal can differentiate between high and low groups of students in terms of behavioural characteristics considered to distinguish between effective and ineffective administrative behaviour. Graff and Kimbrough continue to say that appropriate standardized tests are valuable as selection techniques.²⁷

Houseman says that, "a testing programme must be used

²⁵Ronald F. Campbell and Russell T. Gregg, Administrative Behaviour in Education, (New York: Harper and Brothers, 1957), pp. 408-14.

²⁶Ellis, op. cit., p. 6, citing Glen U. Cleeton and Charles W. Mason, Executive Ability, Its Discovery and Development, (Yellow Springs: Antioch Press, 1946), p. 199.

²⁷Orin B. Graff and Ralph B. Kimbrough, "What We Have Learned About Selection," Phi Delta Kappan, XXXVII, (April, 1956), 294-96.

extensively to provide prognostic information of a significant nature to the screening agency."²⁸

Personal-history blanks. Personal-history blanks or biographical blanks have been criticized not because they have no inherent value as selection devices but because they appear to be used as a means of gathering numerous odds and ends that are never evaluated.

Interviews. McVey asserts that present techniques used in the process of selecting effective administrators are not satisfactory, particularly the interview.²⁹ McVey could very well be basing his indictment of interviews on much the same argument as stated by Bingham and Moore:

(The interviewer) has his prejudices, his personal likes and dislikes, his pride of opinion, his fondness, perhaps, for a hypothesis he would like to prove. During the interview, he may grow impatient or take offence. Most difficult to overcome is his own expectations, while failing to notice counter-indications and expectations.³⁰

Despite the objections to the use of the interview in the selection process, there are those who recommend its use, but with reservations. Campbell and Gregg assert:

²⁸ Richard A. Houseman, "Selective Screening for the Administrator of the Future," A Forward Look-The Preparation of School Administrators 1970, ed. Donald E. Tope, (Eugene, Oregon: Bureau of Educational Research, 1960), pp. 44-49.

²⁹ McVey, op. cit., April, 1957.

³⁰ Walter Van Dyke Bingham and Bruce V. Moore, How to Interview, (New York: Harper and Brothers, 1941), p. 101.

Interviews are justified only when designed to elicit and appraise personality factors related to leadership success. The interview that wanders aimlessly while a personal preference is being formed has no place in a sound selection programme of leadership selection.³¹

The literature on the use and misuse of interviews gives birth to four principles concerning ways in which they may be utilized effectively: 1) have clarity of purpose, 2) have a structure or plan, 3) have uniformity for all candidates, and 4) be executed by an individual or individuals who are competent in giving interviews.

The above discussion was primarily focused on the selection techniques that were most frequently utilized as reported by the literature. Another aspect of the selection process that has received significant attention from the writers and researchers is that of selection criterion.

Selection Criterion

A consideration of the criterion presently used indicates that certain considerations are largely irrelevant to educational leadership. Nation's Schools presents the results of research conducted at Harvard University regarding information about hiring principals. The research indicated that sex, marital status, teaching and administrative experience, and college credits for courses completed in education and educational administration were not really related to

³¹ Campbell and Gregg, op. cit., p. 150

candidates' subsequent success as elementary principals.³²

Faber and Shearron, in summing up the implications of the study of Gross and Herriott, suggested that if Executive Professional Leadership (E.L.P.) is to be the criterion, many school systems were selecting principals on grounds that had little empirical justification, i.e., type or amount of teaching experience, experience as an assistant or vice-principal, sex, marital status, number of graduate and undergraduate courses in educational administration.³³

Bridges and Baehr concur with the views expressed by Faber, but adds that the total number of years in college is not definitely related to subsequent success in educational administration.³⁴

The incongruous nature of procedures and criteria used in the selection process derogates against the employment of capable candidates. Throughout the literature, there are various recommendations made concerning the trends that selection procedures are to take if improvements are to be made. The most frequently mentioned ones are:

³²"Researchers Tell What to Ask and What to Ignore in Hiring Principals," Nation's Schools, LXXIV, (July, 1965), 62.

³³Edwin M. Bridges and Melaney E. Baehr, "The Future of Administrator Selection Procedures," Administrator's Notebook, XIX, (January, 1971), No. 5.

³⁴Charles F. Faber and Gilbert F. Shearron, Elementary School Administration: Theory and Practice, (New York: Holt, Rinehart and Winston, Inc., 1970), p. 241.

1. The possibility of faulty selection procedures could very well be lessened by using the collective opinions of a selection committee. Briner,³⁵ Cosgrove and Marshall,³⁶ Grover,³⁷ and Read,³⁸ suggest the implementation of the selection committee as a means of moving away from the traditional practice of vesting all of the power in the superintendent.

2. School systems must establish definite cut-off points for candidates based on some written test of mental ability.³⁹

3. School systems must attempt to initiate more internships.

In looking at the survey of literature on the selection process, there is ample evidence to suggest that if a shortage of educational leaders exists, it is due more to the lack of sound selection procedures than to a shortage of leadership material.

³⁵Conrad Briner, "The Superintendent and the Selection of Subordinate Administrators," Administrator's Notebook, VIII, (February, 1960), No. 6.

³⁶Gail E. Cosgrove and Stuart A. Marshall, "Home-Grown Administrators," American School Board Journal, CLV, (October, 1967), 21-22.

³⁷F.C. Grover, "Teachers Help Choose a Principal," School Executive, LXXIII, (August, 1954), 50-51.

³⁸L.F. Read, "Appointing a Principal," American School Board Journal, CXXXIX, (July, 1959), 14-15.

³⁹Erickson, op. cit., November, 1963.

SUMMARY

A survey of the literature revealed that the elementary school principalship, as it is presently structured, has evolved through a head teacher stage, teaching principal stage, building principal stage, and is presently in its professional leadership stage. It has also revealed the social trends and forces which account for the present importance of this administrative position and the incongruous nature by which administrative candidates are recruited and selected.

Part I presents McClure's and Cooper's delineation of the evolution of the elementary school principalship. This position is presently undergoing changes as a result of various social trends and forces which are enumerated by McVey and Romine. Bradfield and Kraft, Eulie, and the Chant Royal Commission suggest the importance of this position and recommend that the greatest care be taken in appointing the most capable candidates available. Reavis states that the appointment of capable candidates can be best assured if a school board makes a concerted effort to develop a policy on selection and appointment.

Part II reveals the selection procedures currently used by focusing on Jay E. Greene's, McIntyre's, and Swenson's description of the 'selection principles and phases.' It also affords a brief description of the most

frequently used selection techniques. It identifies these techniques as: recruitment and screening, letters of recommendation, paper and pencil tests, personal-history blanks, ratings, and the most widely used device being the interview. This section also presents various items that are not really predictive of administrative success as reported by Nation's Schools, Faber and Shearron, and Bridges and Baehr. It concludes with the contention that the lack of well developed selection procedures is derogating against the successful recruitment of capable leaders for the elementary school principalship.

CHAPTER III

METHOD OF COLLECTION AND TREATMENT OF DATA

I. THE QUESTIONNAIRE

Justification for its Use

For purposes of this study, the questionnaire method was used for the following reasons:

1. The geographical distribution of the Newfoundland and Labrador district superintendents made the personal interview technique less favourable than otherwise would be the case.

2. The impersonal nature of the questionnaire -- its standardized wording, its standardized order of questions, its standardized instructions for wording responses -- ensures some uniformity from one measurement situation to another.¹

3. Respondents may have greater confidence in their anonymity, and thus feel freer to present unbiased information.²

Construction

The original questionnaire, intitled Criteria for the Selection of Public Elementary School Principals in the State of Texas, was developed by Dr. R.H. Poteet for his doctoral dissertation at East Texas State University. The questionnaire included eight-seven items that were divided

¹Claire Seltiz et al., Research Methods in Social Relations, (New York: Holt, Rinehart and Winston, Inc., 1961), pp. 238-41.

²Seltiz, loc. cit.

into two parts -- I. Professional Qualifications and II. Personal Attributes. Part I was aimed at ascertaining district superintendents' preferences of candidates' professional qualifications by requiring the respondents to choose between YES and NO responses to thirty-seven items. Part II was focused on district superintendents' preferences of candidates' personal attributes by requiring them to attempt to determine the level of importance of each of fifty items. A rank value based on, (A) Most Important, (B) Fairly Important, (C) Uncertain, (D) Of Little Importance, and (E) Of No Importance.

For purposes of this study the researcher adapted Dr. Poteet's instrument to the Newfoundland setting. In constructing a questionnaire similar in detail to that used by Dr. Poteet, two major problems were: (a) variable substitutions, deletions, and additions to make the instrument applicable to Newfoundland and Labrador, and (b) semantic difficulties and ambiguities arising from changes.

These two problems were treated on two levels. First, a careful review of the literature provided the conceptual framework from which evolved the professional qualification, professional experience, personal-professional attribute, professional selection standard, professional selection technique, and personal attribute factors deemed necessary for inclusion in the instrument.

Related writings by Briner,³ Jacobson, Reavis and Logsdon,⁴ and the Department of Elementary School Principals,⁵ and the related research of Rose Marie Schmidt,⁶ and Arthur E. Justice,⁷ were specifically utilized. Subsequently, the researcher, with the assistance of his supervisor, developed the first draft of the present questionnaire.

Secondly, the problem was met by administering the first draft to the graduate class in educational administration at Memorial University. The graduate class scrutinized the questionnaire in order to ensure that variable substitutions and additions made by the researcher were in keeping with the purpose of the instrument, and to identify possible semantic difficulties both in the

³Conrad Briner, "The Superintendent and the Selection of Subordinate Administrators," Administrator's Notebook, VIII, (February, 1960).

⁴Paul B. Jacobson, W.C. Reavis and James D. Logsdon, The Effective School Principal, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), pp. 99-100.

⁵Department of Elementary School Principals, National Education Association, The Elementary School Principals, (Washington, D.C.: Department of Elementary School Principals, National Education Association, 1961), p. 167.

⁶Rose Marie Schmidt, "An Appraisal of Factors Relating to the Selection of Assistant Principals and Principals for Detroit Public Elementary Schools for the Period 1957-1963" (unpublished Doctor's dissertation, Wayne State University, Detroit, 1964).

⁷Arthur E. Justice, "Criteria for the Selection of Public Elementary School Principals in the State of Georgia" (unpublished Doctor's dissertation, Duke University, Georgia, 1965).

instructions and question statements of the instrument.

On the basis of this scrutiny, a second form of the questionnaire was developed. This form was then subjected to the scrutinization of professors in the Faculty of Educational Administration, Department of Education, Memorial University.

On the basis of the suggestions and recommendations made by the university professors, a third form was developed, which in turn, was administered to both a Roman Catholic and an Integrated district superintendent. The suggestions made by the two superintendents were considered in constructing the final draft of the instrument.

As a result of the scrutiny of the instrument by the graduate class in educational administration, the professors in the Faculty of Educational Administration, and the two district superintendents, as well as the reconstruction of the original questionnaire, there were four major changes made to the initial instrument:

1. A third section was included to control for the independent variables that might conceivably influence the district superintendents' preferences of the selection criteria.
2. The terminology of Dr. R.H. Poteet's instrument was modified to refer directly to what selection criteria should be used instead of what is used.
3. Section I of Dr. Poteet's questionnaire was reduced from thirty-seven to thirty-five items (two items were deemed not applicable to the Newfoundland-Labrador scene). The thirty-five items were then classified under either professional qualifications,

professional experience, personal-professional attributes, professional selection standards, or professional selection techniques.

4. Section II of Dr. Poteet's questionnaire was expanded to cover seventy-five personal attributes instead of fifty.

II. THE SAMPLE AND DISTRIBUTION OF QUESTIONNAIRES

The population for this study comprised the district superintendents of the Newfoundland and Labrador Educational Districts. This included thirty-one in number; specifically, there were twelve Roman Catholic, and nineteen Integrated Educational district superintendents (see Table I). Mailing information was obtained from the Newfoundland and Labrador Schools Directory, 1972.

A personal cover letter was included with the questionnaire packet explaining the importance of the study and soliciting the help of each district superintendent; requesting him to complete and return the instrument in a stamped, self-addressed envelope. The initial response from the district superintendents was seventeen completed questionnaires. In response to a follow-up letter, five more questionnaires were returned. A second follow-up letter produced four additional questionnaires making a total of twenty-six completed questionnaires or eighty-four percent (see Table II).

TABLE I
SUPERINTENDENT POPULATION AND RELATED SAMPLE
BY DISTRICT TYPE

District Type	Population Statistics		Sample Statistics	
	No.	%	No.	%
Roman Catholic	12	36.4	12	38.7
Integrated	19	57.6	19	61.3
Seven Day Adventists	1	3.0	0	00.0
Pentecostal Assemblies	1	3.0	0	00.0
Total	33	100.0	31	100.0

TABLE II
TABULATION OF SURVEY RETURNS

	Number of Questionnaires	Percent of Total Group
Returned undelivered	0	00.0
Returned by respondents		
used in present study	26	83.9
unusable	0	00.0
received too late to use	1	03.2
Questionnaires unaccounted for	4	12.9
Total mailed	31	100.0

III. TREATMENT OF DATA

Part I of the questionnaire, containing the professional characteristics of district superintendents, was analyzed first. These data regarding, district type, district size, elementary principalship, elementary vice-principalship, secondary principalship, secondary vice-principalship, supervising principalship, and supervisory inspector experience are presented in tabular form in CHAPTER IV. From the various tables a profile is presented of the Newfoundland and Labrador district superintendents.

Part II of the questionnaire asked respondents to respond to thirty-five items by answering YES or NO. These thirty-five items were categorized under five major headings: 1. Professional Qualifications, 2. Professional Experience, 3. Personal-Professional Attributes, 4. Professional Selection Standards, and 5. Professional Selection Techniques.

Part III required respondents to determine the relative importance of seventy-five personal attributes of candidates to the elementary school principalship. through the use of a Likert-type scale based on degrees of importance; Most Important, Fairly Important, Uncertain, Of Little Importance, and, Of No Importance. The values assigned to the scale ranged from 5 to 1. Personal attributes not rated by the respondents were arbitrarily rated as Of No Importance

and assigned the value of 1 for calculating the means and variances.

IV. HYPOTHESES

Statement of Hypotheses

The investigation was concerned with the testing of forty-six hypotheses. The following hypotheses are stated in null form:

1. There are no significant differences in the preferences of district superintendents concerning professional qualifications of elementary principalship candidates.
2. There are no significant differences in the preferences of district superintendents concerning professional experience of elementary principalship candidates.
3. There are no significant differences in the preferences of district superintendents for ascertaining selected personal-professional attributes of elementary principalship candidates.
4. There are no significant differences in the preferences of district superintendents for selected professional standards to be used in the selection of elementary principalship candidates.
5. There are no significant differences in the preferences of district superintendents for selected professional techniques to be used in the selection of elementary principalship candidates.
6. There are no significant differences in the district superintendents' estimations of the importance of selected personal attributes of elementary principalship candidates.
7. District superintendents' preferences of candidates' professional qualifications are not related to the type of districts in which the district superintendents are employed.

8. District superintendents' preferences of professional qualifications are independent of district size.

9. District superintendents' preferences of professional qualifications are independent of their elementary principalship experience.

10. District superintendents' preferences of professional qualifications are independent of their elementary vice-principalship experience.

11. District superintendents' preferences of professional qualifications are independent of their secondary principalship experience.

12. District superintendents' preferences of professional qualifications are independent of their secondary vice-principalship experience.

13. District superintendents' preferences of professional qualifications are independent of their supervising principalship experience.

14. District superintendents' preferences of professional qualifications are independent of their supervisory inspector experience.

15. District superintendents' preferences of candidates' professional experience are not influenced by the size of districts in which the district superintendents are employed.

16. District superintendents' preferences of professional experience are independent of district size.

17. District superintendents' preferences of professional experience are independent of their elementary principalship experience.

18. District superintendents' preferences of professional experience are independent of their elementary vice-principalship experience.

19. District superintendents' preferences of professional experience are independent of their secondary principalship experience.

20. District superintendents' preferences of professional experience are independent of their secondary vice-principalship experience.

21. District superintendents' preferences of professional experience are independent of their supervising principalship experience.

22. District superintendents' preferences of professional experience are independent of their supervisory inspector experience.

23. District superintendents' preferences for ascertaining selected personal-professional attributes of elementary principalship candidates are not influenced by the type of districts in which the district superintendents are employed.

24. District ~~superintendents~~ preferences for personal-professional attributes are independent of district size.

25. District superintendents' preferences for personal-professional attributes are independent of their elementary principalship experience.

26. District superintendents' preferences for personal-professional attributes are independent of their elementary vice-principalship experience.

27. District superintendents' preferences for personal-professional attributes are independent of their secondary principalship experience.

28. District superintendents' preferences for personal-professional attributes are independent of their secondary vice-principalship experience.

29. District superintendents' preferences for personal-professional attributes are independent of their supervising principalship experience.

30. District superintendents' preferences for personal-professional attributes are independent of their supervisory inspector experience.

31. District superintendents' preferences of professional standards to be used in the selection of elementary principalship candidates are not influenced by the type of districts in which the district superintendents are employed.

32. District superintendents' preferences of professional standards are independent of district size.

33. District superintendents preferences of professional standards are independent of their elementary principalship experience.

34. District superintendents' preferences of professional standards are independent of their elementary vice-principalship experience.

35. District superintendents' preferences of professional standards are independent of their secondary principalship experience.

36. District superintendents' preferences of professional standards are independent of their secondary vice-principalship experience.

37. District superintendents' preferences of professional standards are independent of their supervising principalship experience.

38. District superintendents' preferences of professional standards are independent of their supervisory inspector experience.

39. District superintendents' preferences of professional techniques to be used in the selection of elementary principalship candidates are not influenced by the type of districts in which the district superintendents are employed.

40. District superintendents' preferences of professional techniques are independent of district size.

41. District superintendents' preferences of professional techniques are independent of their elementary principalship experience.

42. District superintendents' preferences of professional techniques are independent of their elementary vice-principalship experience.

43. District superintendents' preferences of professional techniques are independent of their secondar principalship experience.

44. District superintendents' preferences of professional techniques are independent of their secondary vice-principalship experience.

45. District superintendents' preferences of professional techniques are independent of their supervising principalship experience.

46. District superintendents' preferences of professional techniques are independent of their supervisory inspector experience.

Testing of Hypotheses

The forty-six hypotheses advanced for this study were of two types: -- (a) hypotheses relating to the sample, as a whole, and (b) hypotheses categorized according to the various classifications of the questionnaire and the professional characteristics of the district superintendents (superintendent related factors).

The chi-square test of independence (and association) was selected to test hypotheses 1 through 5 to determine if the district superintendents, as an aggregate, differed in their preferences. The significant level of each chi-square was set at the .05 level.

The testing of hypothesis 6 differed. The treatment of this hypothesis involved the calculation of means and variances for all items in Part III of the district superintendents' questionnaire (see Appendix A).

The chi-square test of independence (and association) was selected to test hypotheses 7 through 46 to determine if the district superintendents' preferences of the selection

criteria were influenced by their professional characteristics. The significant acceptance level was set at .05.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to investigate the preferences of the Newfoundland and Labrador district superintendents concerning criteria to be used in the selection of elementary school principals.

The investigation was concerned with the testing of forty-six null hypotheses so stated in Chapter III.

The chi-square test of independence (and association) was used to determine the relationship between the variables under investigation with a pre-determined significance level set at .05.

The testing of Hypothesis 6 differed, in statistical treatment, in that it involved the calculation of means and variances for all items in Part II of the district superintendents' questionnaire (see Appendix A).

This chapter is divided into three sections categorized as follows:

1. Professional characteristics of district superintendents.
2. Analysis of the total responses of district superintendents to the various classifications of selection criteria.
3. Analysis of the responses of district superintendents to the various classifications of selection criteria when classified on the basis of their professional characteristics.

I. PROFESSIONAL CHARACTERISTICS OF DISTRICT SUPERINTENDENTS

The purpose of this section is to present a descriptive analysis of the data gathered from Part I of the district superintendents' questionnaire -- biographical data relative to the superintendents and his district (see Appendix A).

The tables which illustrate the breakdown of the district superintendents' responses for Part I of the district superintendents' questionnaire have been constructed to include only numerical responses relative to the total sample size. The specificity of the sample and the unusually small sample size, twenty-six district superintendents, lends itself favourably to interpretation in terms of simple numerical responses rather than percentages.

District Size

The distribution of Integrated and Roman Catholic responses by district size based on enrollments is shown in Table III. Of the twenty-six district superintendents involved in the study, sixteen were Integrated, and ten were Roman Catholic. Ten of the sixteen Integrated and five of the ten Roman Catholic superintendents, were employed by school boards with enrollments less than 3,200. Four of both Integrated and Roman Catholic superintendents were employed by school boards with enrollments between 3,200 and 8,000. Interestingly enough, only two Integrated and

and one Roman Catholic district superintendents are employed by boards with enrollments of more than 8,000.

TABLE III
DISTRICT SUPERINTENDENTS CLASSIFIED BY DISTRICT TYPE
AND DISTRICT SIZE

District Size ^a	District Type		Total
	Integrated	Roman Catholic	
<3,200	10	5	15
≥3,200 ≤8,000	4	4	8
>8,000	2	1	3
Total	16	10	26

^a District size is defined in terms of total district enrollments.

Elementary Principalship Experience

The breakdown of the responses by school district type and years of elementary principalship experience of the district superintendents is shown in Table IV. The table reveals that five of the twenty-six district superintendents had no elementary principalship experience. Eleven of the sixteen Integrated superintendents, and seven of the ten Roman Catholics indicated that they had a minimum of one to three years of experience in this role, while only one Integrated and two Roman Catholic district superintendents

replied that they had six to ten years of elementary principalship experience. None of the district superintendents had principalship experience above ten years.

TABLE IV

YEARS OF ELEMENTARY SCHOOL PRINCIPALSHIP EXPERIENCE OF
INTEGRATED AND ROMAN CATHOLIC DISTRICT SUPERINTENDENTS

Elementary Principalship Experience ^a	District Type		Total
	Integrated	Roman Catholic	
0	4	1	5
1-5	11	7	18
6-10	1	2	3
10-15	0	0	0
>15	0	0	0
Total	16	10	26

^a Due to extremely low responses, the experience range of 10 to >15 was not statistically treated.

Elementary Vice-Principalship Experience

Table V presents a comparison of Integrated and Roman Catholic district superintendents by years of elementary vice-principalship experience. Eight of the sixteen Integrated and seven of the ten Roman Catholic district superintendents responded that they had no

elementary vice-principalship experience. A minority of the district superintendents indicated that they had one to three years of experience in this role. Specifically, eight of the sixteen Integrated and three of the ten Roman Catholic district superintendents showed one to three years of elementary vice-principalship experience. Neither the Integrated nor the Roman Catholic district superintendents indicated having more than three years of vice-principalship experience.

TABLE V

YEARS OF ELEMENTARY SCHOOL VICE-PRINCIPALSHIP EXPERIENCE OF
INTEGRATED AND ROMAN CATHOLIC DISTRICT SUPERINTENDENTS

Elementary Vice-Principalship Experience ^a	District Type		Total
	Integrated	Roman Catholic	
0	8	7	15
1-3	8	3	11
4-6	0	0	0
7-9	0	0	0
>9	0	0	0
Total	16	10	26

^a Due to extremely low responses, the experience range of 4 to >9 was not statistically treated.

Secondary Principalship Experience

The distribution of Integrated and Roman Catholic responses by years of secondary principalship experience in Table VI revealed that twenty of the twenty-six district superintendents had secondary principalship experience. When viewed separately, four of the sixteen Integrated, and one of the ten Roman Catholic superintendents indicated having no experience in this role; five of the sixteen Integrated, and six of the ten Roman Catholic district superintendents had one to five years of experience in this role; five of the sixteen Integrated and three of the ten Roman Catholic superintendents indicated having six to ten years of secondary principalship experience, and only two Integrated of the twenty-six superintendents replied that they had more than ten years of experience as secondary principals.

It is interesting to note that the district superintendents, as an aggregate, had a wider range of secondary principalship experience than either elementary principalship or vice-principalship experience.

TABLE VI

YEARS OF SECONDARY SCHOOL PRINCIPALSHIP EXPERIENCE OF
INTEGRATED AND ROMAN CATHOLIC DISTRICT
SUPERINTENDENTS

Secondary Principalship Experience ^a	District Type		Total
	Integrated	Roman Catholic	
0	4	1	5
1-5	5	6	11
6-10	5	3	8
10-15	1	0	1
> 15	1	0	1
Total	16	10	26

^a Due to extremely low responses, the experience range of 6 to >15 was collapsed for statistical treatment.

Secondary Vice-Principalship Experience

The presentation of the Integrated and Roman Catholic responses by years of secondary vice-principalship experience in Table VII revealed that the majority of the district superintendents, fourteen of twenty-six, had no secondary vice-principalship experience. Six of the sixteen Integrated, and three of the ten Roman Catholic district superintendents replied that they had a minimum of one to three years of experience in this position. Only two Roman

Catholics of the twenty-six district superintendents indicated having four to six years of experience as a secondary vice-principal; however, only one Integrated of the twenty-six superintendents had experience above six years in this position.

TABLE VII

YEARS OF SECONDARY SCHOOL VICE-PRINCIPALSHIP EXPERIENCE OF INTEGRATED AND ROMAN CATHOLIC DISTRICT SUPERINTENDENTS

Secondary Vice-Principalship Experience ^a	District Type		Total
	Integrated	Roman Catholic	
0	9	5	14
1-3	6	3	9
4-6	0	2	2
7-9	0	0	0
>9	1	0	1
Total	16	10	26

^a Due to extremely low responses, the experience range of 4 to >9 was collapsed for statistical treatment.

Supervising Principalship Experience

The Integrated and Roman Catholic district superintendents' responses by years of supervising principalship experience is illustrated by Table VIII. From a total point

of view, a higher proportion of Integrated than Roman Catholic superintendents had supervising principalship experience. Specifically, eleven of sixteen Integrated, and three of ten Roman Catholic superintendents had experience in this role. The Integrated superintendents are more widely spread over the supervising principalship experience range than the Roman Catholic superintendents. Six of sixteen Integrated superintendents had one to three years of experience, ~~two of sixteen~~ indicated four to six years of experience, three of sixteen replied that they had more than six years of supervising principalship experience. The Roman Catholic superintendents indicated that they did not have any experience as a supervising principal beyond six years.

Supervisory Inspector Experience

The breakdown of Integrated and Roman Catholic responses by years of supervisory inspector experience is presented in Table IX. The majority of district superintendents, nine of sixteen Integrated, and six of ten Roman Catholic, had no experience as supervisory inspectors. The Roman Catholic superintendents indicated that they had a wider range of supervisory inspector experience than did the Integrated superintendents. Five of sixteen Integrated, compared with three of ten Roman Catholic superintendents indicated that they had one to five years of experience in this position. Only two Integrated of the twenty-six

superintendents had six to ten years of experience in this role; however, only one Roman Catholic of the twenty-six superintendents expressed that he had more than ten years of this experience.

TABLE VIII

YEARS OF SUPERVISING PRINCIPALSHIP EXPERIENCE OF
INTEGRATED AND ROMAN CATHOLIC DISTRICT
SUPERINTENDENTS

Supervising Principalship Experience ^a	District Type		Total
	Integrated	Roman Catholic	
0	5	7	12
1-3	6	1	7
4-6	2	2	4
7-9	1	0	1
>9	2	0	2
Total	16	10	26

^a Due to extremely low responses, the experience range of 7 to >9 was collapsed for statistical treatment.

TABLE IX
YEARS OF SUPERVISORY INSPECTOR EXPERIENCE OF
INTEGRATED AND ROMAN CATHOLIC DISTRICT
SUPERINTENDENTS

Supervisory Inspector ^a Experience	District Type		Total
	Integrated	Roman Catholic	
0	9	6	15
1-5	5	3	8
6-10	2	0	2
10-15	0	1	1
> 15	0	0	0
Total	16	10	26

^aDue to extremely low responses, the experience range of 6 to > 15 was collapsed for statistical treatment.

Summary of Professional Characteristics

This section presented a descriptive analysis of professional experiences of the Integrated and Roman Catholic district superintendents in the Province of Newfoundland and Labrador. The statistics presented here were compiled from responses given by the superintendents to the items in Part I of the questionnaire (see Appendix A). The highest percentage of superintendents have had elementary and secondary principalship experience. Experience as supervisory inspectors was the least mentioned type of supervisory experience of the superintendents.

II. AN ANALYSIS OF THE TOTAL RESPONSES OF DISTRICT SUPERINTENDENTS TO VARIOUS CLASSIFICATIONS OF SELECTION CRITERIA

The major purpose of this study was to investigate the preferences of the Newfoundland and Labrador Educational district superintendents for criteria to be used in selecting elementary school principals.

The purpose of this section is to investigate the preferences of the district superintendents, as an aggregate, concerning the various classifications of criteria relating to the selection of elementary school principalship candidates. Part II of the district superintendents' questionnaire used in this study (see Appendix A) required the respondents to indicate, by means of YES or NO responses, their preferences of forty-six criteria which were classified under five major headings as follows:

1. Professional Qualifications
2. Professional Experience
3. Personal-Professional Attributes
4. Professional Selection Standards
5. Professional Selection Techniques

Part III of the questionnaire required the district superintendents to estimate the importance of seventy-five selected personal attributes of elementary principalship candidates by using a five point Likert-type scale.

This section will present the results of the analyses

of the previously stated hypotheses (one through forty-six) relating to the total responses of district superintendents to the six classifications of selection criteria as follows:

1. Professional Qualifications
2. Professional Experience
3. Personal-Professional Attributes
4. Professional Selection Standards
5. Professional Selection Techniques
6. Personal Attributes

Each of the six hypotheses designed to test the total responses of the district superintendents concerning the selection criteria to be used in selecting elementary principalship candidates will be discussed in a manner corresponding to the six classifications of the district superintendents' questionnaire mentioned above.

Professional Qualifications

Hypothesis 1. There are no significant differences in the preferences of district superintendents concerning professional qualifications of elementary principalship candidates.

Table X shows the types of professional qualifications and the district superintendents' preferences of these qualifications in elementary principalship candidates.

Relative frequencies (percentages) were calculated to compare the various types of professional qualifications

as preferred by the district superintendents. The chi-square test of independence indicated that district superintendents, as a whole, differed in their preferences of elementary principalship candidates' professional qualifications. Thus, the null hypothesis was rejected, and it was concluded that there are significant differences in the preferences of district superintendents' concerning the professional qualifications of elementary principalship candidates.

Related findings. Table X revealed that district superintendents, as a whole, differed in their preferences of elementary principalship candidates' professional qualifications; however, fifty-four percent singled out Bachelor's degree and additional graduate work in educational administration as the most important professional qualification for the elementary principalship. It is interesting to note that less than sixteen percent of the superintendents preferred more than the Bachelor's degree and additional graduate work.

TABLE X

RESPONSES OF DISTRICT SUPERINTENDENTS TO PROFESSIONAL
 QUALIFICATIONS FOR SELECTION OF ELEMENTARY
 PRINCIPALSHIP CANDIDATES (N = 26)

Professional Qualifications		Percent
Necessity of candidates having:		
1.	Bachelor's degree and additional graduate work in educational administration	53.8
2.	Master's degree (Education)	15.4
3.	Bachelor's degree (Education)	11.5
4.	Graduate Diploma in educational administration	11.5
5.	Master's degree and additional graduate work in educational administration	7.7

$P < .05$

Professional Experience

Hypothesis 2. There are no significant differences in the preferences of district superintendents concerning the professional experience of elementary principalship candidates.

Table XI illustrates the different types of professional experience and the district superintendents' preferences of these types of professional experience in elementary principalship candidates.

Relative frequencies were calculated to compare the various types of professional experience preferred by the superintendents. The chi-square test of independence pointed out that the superintendents, as a group, differed in their preferences of principalship candidates' professional experience. Consequently, the null hypothesis was rejected, and it was concluded that there are significant differences in the preferences of the district superintendents concerning the elementary principalship candidates' professional experience.

Related findings. An examination of the data in Table XI shows that a substantial majority, ninety-six percent of the superintendents, preferred that elementary principalship candidates have prior elementary teaching experience, while seventy-three percent of the respondents preferred that these candidates have four to six years of full-time teaching experience. District superintendents further indicated that prior educational administration

experience, supervisory experience, and elementary teaching experience in the district in which the vacancy exists are not really important as criteria in selecting elementary principalship candidates.

TABLE XI

RESPONSES OF DISTRICT SUPERINTENDENTS TO PROFESSIONAL EXPERIENCE FOR SELECTION OF ELEMENTARY PRINCIPALSHIP CANDIDATES (N = 26)

Professional Experience	Percent
Necessity of candidates having:	
1. Elementary teaching experience	96.2
2. Full-time teaching experience:	
- 1 to 3 years	11.5
- 4 to 6 years	73.1
- 7 to 10 years	11.5
- 10 years	3.8
3. Prior educational administration experience	30.8
4. Supervisory experience as:	
- supervising principal	11.5
- supervisor	11.5
- consultant	7.7
5. Elementary teaching experience in the district in which the vacancy exists	7.7

$P < .05$

Personal-Professional Attributes

Hypothesis 3. There are no significant differences in the preferences of district superintendents for ascertaining selected personal-professional attributes of elementary principalship candidates.

Table XII exhibits the twelve selected personal-professional attributes and the district superintendents' preferences for ascertaining these attributes in elementary principalship candidates.

Relative frequencies were calculated to compare the selected personal-professional attributes and the district superintendents' preferences for ascertaining these attributes in elementary principalship candidates. The chi-square test of independence showed that the superintendents, as a whole, differed in their preferences for questioning the principalship candidates' personal-professional attributes. An examination of the data revealed that eleven of the twelve selected attributes showed significant differences. These were: emotional stability, philosophy of education, self-control, patience, poise, use of drugs (non-medicinally), public speaking ability, religious affiliation, social club affiliations, use of tobacco, and political affiliation. Thus, the null hypothesis was rejected, and it was concluded that there are significant differences in the superintendents' perceived personal attribute criteria for the elementary principalship candidacy.

TABLE XII

RESPONSES OF DISTRICT SUPERINTENDENTS TO PERSONAL-
PROFESSIONAL ATTRIBUTES FOR SELECTION OF
ELEMENTARY PRINCIPALSHIP CANDIDATES

Personal-Professional Attributes	Percent
Necessity of ascertaining the candidates':	
1. Emotional stability	92.3
2. Philosophy of education	92.0
3. Self-control	88.5
4. Patience	84.6
5. Poise	80.0
6. Use of drugs, non-medicinally	73.1
7. Public speaking ability	69.2
8. Use of alcohol	50.0
9. Religious affiliation	42.3
10. Social club affiliation	30.8
11. Use of tobacco	3.8
12. Political affiliation	0.0

$P < .05$

Related findings. The district superintendents indicated that the two most important personal-professional attributes of candidates seeking appointment as elementary school principals are emotional stability, and philosophy of education. Ninety-two percent of the superintendents replied that principalship candidates' emotional stability and philosophy of education should be questioned for selection purposes. The superintendents also indicated that principalship candidates' self control, patience, poise, use of drugs (non-medicinally), and public speaking ability should also be questioned. It is worth while to mention that less than forty-three percent of the respondents stated that candidates' religious affiliation, social club affiliations, and use of tobacco should be questioned. Note, one hundred percent of the superintendents preferred not to question the political affiliation of candidates.

Professional Selection Standards

Hypothesis 4. There are no significant differences in the preferences of district superintendents for selected professional standards to be used in the selection of elementary principalship candidates.

Table XIII shows the selected professional standards and the district superintendents' preferences for using these standards as appropriate selection criteria.

Relative frequencies were calculated to compare the different professional standards and the district

superintendents' preferences for using such selection standards. Statistical treatment (χ^2) pointed out that the superintendents differed in their preferences of professional standards. An examination of the data revealed that three of the six selected professional standards showed significant differences. These were: formal administrative training, member of district personnel, and residence near school center. Consequently, the null hypothesis was rejected, and it was concluded that there are significant differences in the superintendents' preferences of professional standards.

Related findings. Table XIII revealed that ninety-two percent of the superintendents preferred that elementary principalship candidates have formal administrative training. The majority, seventy-seven percent of the respondents, felt that principalship candidates should also be members of the district personnel. Interestingly enough, one half of the superintendents indicated that it was necessary that prospective elementary principals have Memorial University training. It should also be noted that less than fifty percent of the respondents felt that preferences should be given to either male or married candidates seeking positions as elementary principals. The superintendents also indicated that elementary principalship candidates should not be obligated to reside near their particular educational center.

TABLE XIII

RESPONSES OF DISTRICT SUPERINTENDENTS TO PROFESSIONAL
STANDARDS FOR SELECTION OF ELEMENTARY PRINCIPALSHIP
CANDIDATES (N = 26)

Professional Selection Standards	Percent
Necessity of candidates having and/ or being:	
1. Formal administrative training	92.3
2. Member of district personnel	76.9
3. Memorial University training	50.0
4. Male candidate	46.2
5. Married candidate	34.6
6. Residence near school center	11.5

P < .05

Professional Selection Techniques

Hypothesis 5. There are no significant differences in the preferences of district superintendents for selected professional techniques to be used in the selection of elementary principalship candidates.

Table XIV shows the selected professional techniques and the district superintendents' preferences for using these techniques as valuable selection criteria.

Relative frequencies were calculated to compare the different professional techniques and the superintendents' preferences for using such techniques. The chi-square test of independence indicated that the superintendents differed in their preferences for using such techniques. An examination of the data revealed that fourteen of the eighteen professional techniques showed significant differences. These were: personal interviews, printed information, letters of recommendation, supervisors' recommendations, written guidelines, interview panel, standardized application forms, professors' recommendations, wide publication of vacancies, statements of philosophy of education, competitive examinations, written examinations, oral examinations, and both written and oral examinations. Thus, the null hypothesis was rejected, and it was concluded that significant differences exists in the superintendents' preferences for using professional techniques.

Related findings. Table XIV illustrated that the selection techniques that received the most favourable response by the respondents was the personal interview. One hundred percent of the superintendents felt that the personal interview should be used in the selection process; seventy-three percent of the superintendents stated that the personal interview should be conducted by an interview panel. At the other end of the continuum, one hundred percent of the respondents did not prefer to use written examinations as selection criteria. It is interesting to note that a higher percentage of the superintendents preferred supervisors' recommendation as compared to their preferences of using professors' recommendations. Two other responses of the district superintendents were surprising. These related to the use of formalized job descriptions, and wide publication of vacancies. Fifty-seven percent of the superintendents felt that formalized job descriptions would have value as selection techniques, while less than thirty-nine percent of the respondents would prefer to widely publicize position vacancies.

TABLE XIV

RESPONSES OF DISTRICT SUPERINTENDENTS TO PROFESSIONAL
TECHNIQUES FOR SELECTION OF ELEMENTARY PRINCIPALSHIP
CANDIDATES (N = 26)

Professional Selection Techniques	Percent
Necessity of utilizing:	
1. Personal interviews	100.0
2. Printed information	96.2
3. Letters of recommendation	96.2
4. Supervisors' recommendations	92.3
5. Written guidelines	73.1
6. Interview panel	73.1
7. Standardized application forms	73.1
8. Professors' recommendations	73.1
9. Set salary scale	65.4
10. Formalized job description	57.8
11. Pre-appointment physical examination	57.8
12. Payment of applicants' interview expenses	53.8
13. Wide publication of vacancies	38.2
14. Statements of philosophy of education	19.2
15. Competitive examinations	19.2
16. Written and oral examinations	15.4
17. Oral examinations	3.8
18. Written examinations	0.0

P<.05

Personal Attributes

Hypothesis 6. There are no significant differences in the district superintendents' estimations of the importance of selected personal attributes of elementary principalship candidates.

Table XV exhibits the rankings of the selected personal attributes according to the consensus of agreement among district superintendents concerning the importance of these personal attributes in prospective elementary principals.

In the treatment of the data related to Hypothesis 6, means and variances were calculated for each of the seventy-five personal attributes identified in the study. After these means and variances were calculated, the personal attributes were arranged in order of magnitude from those attributes with the smallest variance, indicating most consensus, to those attributes with the largest variance, indicating least consensus. Personal attribute means were tabulated to indicate the prevailing response and the importance of each attribute as perceived by the total respondents. The variances were calculated to three significant digits. A comparison of the variances from the top and bottom quartiles of the distribution was made by using the 'F' ratio. It was found that each of the attribute variances found in quartile one of the distribution was significantly different from each of the variances found in quartile four of the distribution at or below the .05 level of

TABLE XV

CONSENSUS OF AGREEMENT OF DISTRICT SUPERINTENDENTS IN
ESTIMATING THE IMPORTANCE OF ELEMENTARY PRINCIPALSHIP
CANDIDATES' PERSONAL ATTRIBUTES (N = 26)

Rank	Personal Attributes	s ²	Mean
1	Belief in the importance of children	.04	4.96
2	Seek solutions with an open mind	.04	4.96
3	Ability to evaluate teacher effectiveness	.11	4.89
4	General sense of responsibility	.11	4.89
5	Awareness and knowledge of the patterns of child development	.14	4.85
6	Ability to supervise teachers	.17	4.81
7	Initiative	.17	4.81
8	Ability to delegate duties and responsibilities	.17	4.81
9	Honesty	.18	4.77
10	Knowledge of child development and its meaning to behavioural patterns in children	.18	4.77
11	Personal enthusiasm	.20	4.73
12	Ability to see the implications of current educational trends	.20	4.73
13	Ability to inspire faith and enthusiasm in others	.22	4.69
14	Self-confidence	.24	4.65
15	Ability to take criticism of the staff and school impersonally	.24	4.65
16	Willingness to allow the staff to question administrative decisions	.24	4.65
17	Leadership in educational matters	.25	4.54
18	Academic educational preparation	.25	4.54
19	Previous experience as an elementary teacher	.25	4.54
20	Resourcefulness as a teacher	.25	4.54
21	Willingness to use outside personnel	.25	4.58
22	Ambition	.26	4.46
23	Good personality	.27	4.50
24	Intelligence	.27	4.12
25	Ability to defend educational needs and methodology	.33	4.42
26	Freedom from speech defects	.33	4.42
27	Frankness in discussions	.33	4.58
28	Adaptability	.34	4.50
29	Flexible but fair in enforcing rules	.41	4.39
30	Sense of humor	.42	4.04

TABLE XV (continued)

Rank	Personal Attributes	S ²	Mean
31	Interest in community affairs	.42	4.04
32	Freedom from hearing defects	.48	4.08
33	Ability to anticipate the future needs of community and school	.49	4.42
34	Patience	.51	4.46
35	Attitude on dancing	.57	1.46
36	Ability to work with all community elements	.57	4.23
37	Ability to communicate	.58	4.73
38	Loyalty	.58	4.12
39	Capacity to plan effectively	.63	4.81
40	Political affiliation	.64	1.58
41	Aptitude to organize	.66	4.73
42	Dependability	.67	4.77
43	Responsiveness to suggestions	.70	4.35
44	Friendliness	.70	4.35
45	Ability to understand and hold the respect of elementary students	.71	4.73
46	Ability to speak in public	.74	4.39
47	Knowledge of classroom management	.74	4.58
48	Self-control	.74	4.58
49	Capability to work with parents	.74	4.50
50	Cooperativeness	.74	4.50
51	Tactfulness	.74	4.46
52	Tolerant and decisive	.76	4.42
53	Persistence	.77	4.35
54	Competency of judgement	.79	4.65
55	Poise	.83	3.96
56	Good financial standing	.88	2.92
57	Capacity to maintain discipline	.92	4.46
58	Selection from outside local system	.98	2.50
59	Age of the applicant	.99	2.96
60	Democratic philosophy of education	1.05	4.19
61	Selection from within local system	1.05	2.62
62	Club membership and social contacts	1.12	2.15
63	Tends to avoid corporal punishment	1.17	3.73
64	Sex of the applicant	1.21	2.58
65	Attitude on smoking	1.25	2.27
66	Ability to make decisions quickly	1.36	4.15
67	Extra-curricular activities while in university	1.36	2.81
68	Attitude on social drinking	1.37	2.77
69	Capacity to handle controversial matters in the community	1.52	4.12

TABLE XV (continued)

Rank	Personal Attributes	s^2	Mean
70	Previous experience as an elementary principal	1.52	4.12
71	Resourcefulness as a principal	1.64	3.81
72	Rigid but fair in enforcing rules	1.86	3.04
73	Understanding of the differences in religions	2.09	3.39
74	Religious affiliation	2.46	2.85
75	Physical appearance	2.66	3.15

s^2 denotes item variance; small variance indicates high consensus of agreement, and high variance indicates low consensus of agreement.

significance.

No statistical procedure other than the 'F' ratio was used to arrange the variances in the exact order in which they are presented in Table XV. It nevertheless, can be generalized that the district superintendents express varying degrees of consensus with respect to the importance of selected personal attributes of elementary principalship candidates. Thus, the null hypothesis was rejected, and it was concluded that there are significant differences in the district superintendents' estimations of the importance of selected personal attributes of elementary principalship candidates.

Related findings. Table XV illustrates that the superintendents responded with highest agreement to, belief in the importance of children, and ability to seek solutions with an open mind, as the two most important personal attributes of elementary principalship candidates. Both of the personal attributes, belief in the importance of children, and ability to seek solutions with an open mind, received a mean response of 4.96 indicating extremely high importance as selection criteria to be used in selecting capable elementary principals.

At the other end of the continuum, the respondents perceived that elementary principalship candidates' attitude on dancing (item 35), political affiliation (item 40), club

membership and social contacts (item 62), and attitude on smoking (item 67) were of little or no importance.

Elementary principalship candidates' age (item 59), financial standing (item 56), sex (item 64), attitude on social drinking (item 68), religious affiliation (item 74), and physical appearance (item 76) received a mean response range of 2.58 to 3.15 by the superintendents indicating that the respondents, as a whole, did not know whether these personal attributes were important or not in elementary principalship candidates.

Generally, sixty-five of the seventy-five personal attributes of elementary principalship candidates were perceived by the district superintendents as being either fairly important or close to most important, **indicating** that they were worth while as selection criteria.

Summary of Total Responses of District Superintendents

This section **presented** the results of the analyses of the total responses of the district superintendents concerning the criteria that should be used in selecting elementary principalship candidates. The results tend to depict what constitutes the district superintendents' perceptions of the capable elementary principalship candidate. The data, thus far, points out that the superintendents prefer that **candidates** have:

1. A Bachelor's degree and additional graduate work in educational administration,

2. Elementary teaching experience,
3. Four to six years of full-time teaching experience,
4. Emotional stability,
5. A sound philosophy of education,
6. Self-control,
7. Patience,
8. Poise,
9. No use for drugs, non-medicinally,
10. Proficiency in public speaking,
11. Formal administrative training,
12. District membership,
13. Belief in the importance of children,
14. Willingness to seek solutions with an open mind,
15. Ability to evaluate teacher effectiveness, and
16. A general sense of responsibility.

The district superintendents perceived that all of the above mentioned attributes were important as factors to be considered in the selection process. More than seventy-three percent of the district superintendents indicated that principalship candidates should be selected by using personal interviews, printed information, letters of recommendation (professors' and supervisors'), written guidelines, interview panels, and standardized application forms.

III. ANALYSIS OF THE RESPONSES OF DISTRICT SUPERINTENDENTS WHEN CLASSIFIED ON THE BASIS OF SELECTED PROFESSIONAL CHARACTERISTICS

The purpose of this section is to investigate the district superintendents' preferences, of selection criteria, when classified on the basis of their professional background. Part II of the district superintendents' questionnaire used in this study (see Appendix A) required the district superintendents to indicate, by means of YES or NO responses, their preferences of forty-six criteria which were classified under five major headings as follows:

1. Professional Qualifications
2. Professional Experience
3. Personal-Professional Attributes
4. Professional Selection Standards
5. Professional Selection Techniques

The results of the analyses of the previously stated hypotheses (seven through forty-six) will be presented in a manner corresponding to the five classifications of Part II of the district superintendents' questionnaire mentioned above.

Professional Qualifications

The purpose of this subdivision is to present the results of the analyses of the district superintendents' preferences of elementary principalship candidates' professional qualifications. Eight hypotheses were structured to

test district superintendents' preferences of elementary principalship candidates' professional qualifications. Note: An examination of the data revealed that Hypotheses seven through eleven were accepted. These hypotheses are clustered as follows for the reader's convenience:

Hypothesis 7. District superintendents preferences of elementary principalship candidates' professional qualifications are not influenced by the type of districts in which the district superintendents are employed.

Hypothesis 8. District superintendents' preferences of elementary principalship candidates' professional qualifications are not influenced by the size of districts in which the district superintendents are employed.

Hypothesis 9. District superintendents' preferences of elementary principalship candidates' professional qualifications are not influenced by the elementary principalship experience of the district superintendents.

Hypothesis 10. District superintendents' preferences of elementary principalship candidates' professional qualifications are not influenced by the elementary vice-principalship experience of the district superintendents.

Hypothesis 11. District superintendents' preferences of elementary principalship candidates' professional qualifications are not influenced by the secondary principalship experience of the district superintendents.

Related findings. The statistical treatment of the data relating to the five null hypotheses mentioned above showed that no significant relationships existed. However, certain findings are worthy of mention. These findings will be discussed relative to the initial order of the statement.

7. Table XVI (page 93) shows that sixty-nine percent of the Integrated and forty percent of the Roman Catholic district superintendents preferred the Bachelor's degree and additional graduate work in educational administration as the most important professional qualification of elementary principalship candidates..

8. Table XVII (page 94) reveals that sixty percent of the district superintendents who are employed in the small school districts (enrollments less than 3,200), and sixty-three percent of the district superintendents employed in the moderately sized school districts (enrollments equal to or greater than 3,200 but less than or equal to 8,000) preferred the Bachelor's degree and additional graduate work in educational administration as the most favourable qualification of candidates seeking appointment to the position of elementary principal. However, those superintendents who are employed in the large school districts (enrollments greater than 8,000) are evenly divided in their preferences of candidates' professional qualifications. Specifically, thirty-three percent of the respondents preferred the Master's degree (Education); thirty-three percent preferred the Master's degree and additional graduate work in educational administration, and thirty-three percent preferred the Graduate Diploma in educational administration.

TABLE XVI

DISTRICT TYPE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES
OF CANDIDATES PROFESSIONAL QUALIFICATIONS

Professional Qualifications of Candidates	District Type ^b	
	Integrated	Roman Catholic
	Percent (16) ^a	Percent (10)
1. Bachelor's degree (Education)	12.5	10.0
2. Bachelor's degree and additional graduate work in educational administration	68.8	40.0
3. Graduate Diploma in educational administration	6.3	20.0
4. Master's degree (Education)	6.3	30.0
5. Master's degree and additional graduate work in educational administration	12.5	00.0

^aFigure represents the base for cell percentages

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

TABLE XVII

DISTRICT SIZE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES
OF CANDIDATES' PROFESSIONAL QUALIFICATIONS

Professional Qualifications of Candidates	District Size ^b		
	<3200	≥3200 ≤8000	>8000
	Percent (15) ^a	Percent (8)	Percent (3)
1. Bachelor's degree (Education)	20.0	00.0	00.0
2. Bachelor's degree and additional graduate work in educational administration	60.0	62.5	00.0
3. Graduate Diploma in educational administration	6.7	12.5	33.3
4. Master's degree (Education)	6.7	25.0	33.3
5. Master's degree and additional graduate work in educational administration	6.7	00.0	33.3

^aFigure represents the base for cell percentages.

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

46

9. Table XVIII (page 96) displays the district superintendents' preferences of elementary principalship candidates' professional qualifications. Regardless of the length of elementary principalship experience of the superintendents, they still preferred the Bachelor's degree and additional graduate work in educational administration as the most important qualification of principalship candidates.

10. Table XIX (page 97) exhibits the district superintendents' preferences of elementary principalship candidates' professional qualifications. Even though the respondents' preferences were classified by their elementary vice-principalship experience, they still maintained that the Bachelor's degree and additional graduate work in educational administration is of tantamount importance as a selection criterion.

11. Table XX (page 98) illustrates the district superintendents' preferences of elementary principalship candidates' professional qualifications. The table further shows that each classification of respondents preferred the Bachelor's degree and additional graduate work in educational administration as the professional qualification requirement of elementary principalship candidates.

TABLE XVIII

ELEMENTARY PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF CANDIDATES' PROFESSIONAL QUALIFICATIONS

Professional Qualifications of Candidates	Elementary Principalship Experience ^b		
	0	1-5	> 5
	Percent (6) ^a	Percent (17)	Percent (3)
1. Bachelor's degree (Education)	00.0	17.6	00.0
2. Bachelor's degree and additional graduate work in educational administration	66.7	47.1	66.7
3. Graduate Diploma in educational administration	33.3	5.9	00.0
4. Master's degree (Education)	00.0	17.6	33.3
5. Master's degree and additional graduate work in educational administration	00.0	11.8	00.0

^aFigure represents the base for cell percentages $P < .05$ ^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

TABLE XIX

ELEMENTARY VICE-PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF CANDIDATES' PROFESSIONAL QUALIFICATIONS

Professional Qualifications of Candidates	Elementary Vice-Principalship Experience ^b	
	0	1-3
	Percent (15) ^a	Percent (11)
1. Bachelor's degree (Education)	6.7	18.2
2. Bachelor's degree and additional graduate work in educational administration	40.0	72.7
3. Graduate Diploma in educational administration	20.0	00.0
4. Master's degree (Education)	20.0	9.1
5. Master's degree and additional graduate work in educational administration	13.3	00.0

^aFigure represents the base for cell percentages

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

TABLE XX

SECONDARY PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF CANDIDATES' PROFESSIONAL QUALIFICATIONS

Professional Qualifications of Candidates	Secondary Principalship Experience ^b		
	0	1-5	> 5
	Percent (5) ^a	Percent (11)	Percent (10)
1. Bachelor's degree (Education)	20.0	18.2	00.0
2. Bachelor's degree and additional graduate work in educational administration	60.0	54.5	50.0
3. Graduate Diploma in educational administration	00.0	9.1	20.0
4. Master's degree (Education)	00.0	18.2	20.0
5. Master's degree and additional graduate work in educational administration	20.0	00.0	10.0

^aFigure represents the base for cell percentages

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

Hypothesis 12. District superintendents' preferences of elementary principalship candidates' professional qualifications are not influenced by the secondary vice-principalship experience of the district superintendents.

Table XXI (page 100) shows the different professional qualifications and the district superintendents' preferences according to years of secondary vice-principalship experience.

Cross tabulations were calculated to compare the district superintendents' preferences, of candidates' professional qualifications, when classified by years of secondary vice-principalship experience. The statistical analysis (χ^2) indicated that a significant relationship existed. Thus, it was concluded that the district superintendents' years of secondary vice-principalship experience influenced their preferences of principalship candidates' professional qualifications.

Related findings. Table XXI reveals that more than forty-nine percent of the respondents who had up to three years of secondary vice-principalship experience preferred the Bachelor's degree and additional graduate work in educational administration as a qualification of principalship candidates. However, more than sixty-six percent of the superintendents who had more than three years of secondary vice-principalship experience preferred the Graduate Diploma in educational administration as an item of preparation.

TABLE XXI

SECONDARY VICE-PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF CANDIDATES' PROFESSIONAL QUALIFICATIONS

Professional Qualifications of Candidates	Secondary Vice-Principalship Experience		
	0	1-3	> 3
	Percent (14) ^a	Percent (9)	Percent (3)
1. Bachelor's degree (Education)	14.3	11.1	00.0
2. Bachelor's degree and additional graduate work in educational administration	50.0	77.8	00.0
3. Graduate Diploma in educational administration	7.1	00.0	66.7
4. Master's degree (Education)	21.4	00.0	00.0
5. Master's degree and additional graduate work in educational administration	7.1	00.0	33.3

^aFigure represents the base for cell percentages.

P < .05

bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

Hypothesis 13. District superintendents' preferences of elementary principalship candidates' professional qualifications are not influenced by the supervising principalship experience of the district superintendents.

Table XXII (page 102) exhibits the different professional qualifications and the district superintendents' preferences according to years of supervising principalship experience.

Cross tabulations were calculated to compare the district superintendents' preferences, of candidates' professional qualifications, when classified by years of supervising principalship experience. The statistical treatment (χ^2) pointed out that a significant relationship existed. Consequently, it was concluded that the superintendents' years of experience as supervising principals influenced their preferences of principalship candidates' professional qualifications.

Related findings. Table XXII shows that the superintendents who had either zero, one to three, or more than six years of experience as supervising principals preferred the Bachelor's degree and additional graduate work in educational administration as the most important principalship candidates' qualification. However, the respondents who had four to six years of such experience indicated a preference for a higher qualification. Seventy-five percent of these superintendents preferred the Graduate Diploma in Educational administration as a professional qualification.

TABLE XXII

SUPERVISING PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF CANDIDATES' PROFESSIONAL QUALIFICATIONS

Professional Qualifications of Candidates	Supervising Principalship Experience ^b			
	0	1-3	4-6	>6
	Percent (12) ^a	Percent (7)	Percent (4)	Percent (3)
1. Bachelor's degree (Education)	8.3	28.6	00.0	00.0
2. Bachelor's degree and additional graduate work in educational administration	58.3	57.1	25.0	66.7
3. Graduate Diploma in educational administration	00.0	00.0	75.0	00.0
4. Master's degree (Education)	25.0	00.0	00.0	33.3
5. Master's degree and additional graduate work in educational administration	8.3	14.3	00.0	00.0

^aFigure represents the base for cell percentages.^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

P < .05

Hypothesis 14. District superintendents' preferences of elementary principalship candidates' professional qualifications are not influenced by the supervisory inspector experience of the district superintendents.

Table XXIII (page 104) illustrates the different professional qualifications and the district superintendents' preferences according to years of supervisory inspector experience.

Cross tabulations were calculated to compare the district superintendents' preferences, of candidates' professional qualifications, when classified by years of supervisory inspector experience. The chi-square test of independence indicated that a significant relationship existed. Therefore, it was concluded that the superintendents' experience as supervisory inspectors influenced their preferences of principalship candidates' qualifications.

Related findings. Table XXIII indicates that item 2, Bachelor's degree and additional graduate work in educational administration, is the most important choice of the superintendents as a selection criteria preference for principalship candidates. However, the respondents who had more than five years of supervisory inspector experience **were** evenly divided in their preferences of Bachelor's degree (Education), Bachelor's degree plus additional work in educational administration, and the Master's degree (Education).

TABLE XXIII

SUPERVISORY INSPECTOR EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF CANDIDATES' PROFESSIONAL QUALIFICATIONS

Professional Qualifications of Candidates	Supervisory Inspector Experience ^b		
	0	1-5	>5
	Percent (15) ^a	Percent (8)	Percent (3)
1. Bachelor's degree (Education)	6.7	12.5	33.3
2. Bachelor's degree and additional graduate work in educational administration	60.0	50.0	33.3
3. Graduate Diploma in educational administration	13.3	12.5	00.0
4. Master's degree (Education)	6.7	25.0	33.3
5. Master's degree and additional graduate work in educational administration	13.3	00.0	00.0

^aFigure represents the base for cell percentages.

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

Summary of Professional Qualifications

The analyses of the district superintendents' preferences of elementary principalship candidates' professional qualifications suggests that the most important professional qualification of principalship candidates is the Bachelor's degree and additional graduate work in educational administration. The superintendents who had the highest number of years of administrative and supervisory experience tended to prefer a higher professional qualification of principalship candidates.

Professional Experience

The purpose of this subdivision is to present the results of the analyses of the district superintendents' preferences of elementary principalship candidates' professional experience. Eight hypotheses were structured to test district superintendents' preferences of principalship candidates' professional qualifications. Note: An examination of the data indicated that hypotheses fifteen and sixteen were accepted. These two hypotheses are stated as follows for the reader's convenience:

Hypothesis 15. District superintendents' preferences of elementary principalship candidates' professional experience are not influenced by the type of districts in which the district superintendents are employed.

Hypothesis 16. District superintendents' preferences of elementary principalship candidates' professional experience are not influenced by the size of the districts in which the district superintendents are employed.

Related findings. The statistical treatment of the data relating to the two null hypotheses previously mentioned showed that no significant relationships existed. However, certain findings are worthy of mention. These findings will be discussed relative to the initial order of the statement.

15. In viewing Table XXIV (page 107), it is interesting to note that more than ninety-three percent of the superintendents stated that principalship candidates should have prior elementary teaching experience. By virtue of the high responses of the superintendents to the questionnaire item, elementary teaching experience, it may be inferred that the respondents consider this item to be the most important type of professional experience for the position of elementary principal. Further more, more than sixty-nine percent of the respondents (Integrated and Roman Catholic) replied that principalship candidates should have four to six years of full-time teaching experience.

16. Table XXV (page 108) discloses that regardless of district size, more than eighty-seven percent of the superintendents preferred that principalship candidates have prior elementary teaching experience, while more than sixty-six percent of the respondents felt that these candidates should also have four to six years of full-time teaching experience.

TABLE XXIV

DISTRICT TYPE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES
OF CANDIDATES' PROFESSIONAL EXPERIENCE

Professional Experience of Candidates	District Type ^b	
	Integrated	Roman Catholic
	Percent (16) ^a	Percent (10)
1. Prior educational administration experience	25.0	40.0
2. Supervisory experience as:		
- supervising principal	6.3	20.0
- supervisor	12.5	10.0
- consultant	12.5	10.0
3. Elementary teaching experience	93.8	100.0
4. Elementary teaching experience in the district in which the vacancy exists	12.5	10.0
5. Full-time teaching experience:		
- 1 to 3 years	12.5	10.0
- 4 to 6 years	75.0	70.0
- 7 to 10 years	6.3	20.0
- > 10 years	6.3	00.0

P < .05

^aFigure represents the base for cell percentages.^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

TABLE XXV

DISTRICT SIZE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES
OF CANDIDATES' PROFESSIONAL EXPERIENCE

Professional Experience of Candidates	District Size ^b		
	<3200	≥3200 ≤8000	>8000
	Percent (15) ^a	Percent (8)	Percent (3)
1. Prior educational administration experience	33.3	25.0	33.3
2. Supervisory experience as:			
- supervising principal	20.0	00.0	00.0
- supervisor	13.3	12.5	00.0
- consultant	6.7	12.5	00.0
3. Elementary teaching experience	100.0	87.5	87.5
4. Elementary teaching experience in the district in which the vacancy exists	6.7	00.0	00.0
5. Full-time teaching experience:			
- 1 to 3 years	20.0	00.0	00.0
- 4 to 6 years	73.3	75.0	66.7
- 7 to 10 years	00.0	25.0	33.3
- > 10 years	6.7	00.0	00.0

^aFigure represents the base for cell percentages.

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

Hypothesis 17. District superintendents' preferences of elementary principalship candidates' professional experience are not influenced by the elementary principalship experience of the district superintendents.

Table XXVI (page 110) shows the different types of professional experience and the district superintendents' preferences according to years of elementary principalship experience.

Cross tabulations were calculated to compare the district superintendents' preferences, of candidates' professional experience, when classified by years of elementary principalship experience. The statistical treatment (χ^2) pointed out that a significant relationship existed. Consequently, it was concluded that the superintendents' preferences of principalship candidates' professional experience are influenced by their elementary principalship experience.

Related findings. Table XXVI indicates that the superintendents still maintained that prior elementary teaching experience and four to six years of full-time teaching experience should be required in those candidates who seek appointment as elementary principals. However, the respondents who had more than five years of experience as elementary principals also asserted that principalship candidates should have experience as a supervising principal.

TABLE XXVI

ELEMENTARY PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF CANDIDATES' PROFESSIONAL EXPERIENCE

Professional Experience of Candidates	Elementary Principalship Experience		
	0	1-5	> 5
	Percent (6) ^a	Percent (17)	Percent (3)
1. Prior educational administration experience	00.0	35.3	33.3
2. Supervisory experience as:			
- supervising principal ^b	00.0	5.9	66.7
- supervisor	00.0	11.8	33.3
- consultant	00.0	5.9	33.3
3. Elementary teaching experience	83.3	100.0	100.0
4. Elementary teaching experience in the district in which the vacancy exists	00.0	11.8	00.0
5. Full-time teaching experience:			
- 1 to 3 years	00.0	17.6	00.0
- 4 to 6 years	83.3	70.6	66.7
- 7 to 10 years	16.7	11.8	00.0
- > 10 years	00.0	00.0	33.3

^aFigure represents the base for cell percentages.

P < .05

^bFactor, supervising principal, is significant at the .05 level.

An examination of the data relating to Hypotheses eighteen and nineteen revealed that these two hypotheses were both accepted. These hypotheses are stated as follows:

Hypothesis 18. District superintendents' preferences of elementary principalship candidates' professional experience are not influenced by the elementary vice-principalship experience of the district superintendents.

Hypothesis 19. District superintendents' preferences of elementary principalship candidates' professional experience are not influenced by the secondary principalship experience of the district superintendents.

Related findings. The statistical treatment of the data relating to these two null hypotheses, when tested, showed that no significant relationships existed; however, certain findings should be mentioned.

18. Table XXVII (page 112) illustrates that more than sixty-three percent of all of the respondents felt that principalship candidates should have prior elementary teaching experience and four to six years of full-time teaching experience.

19. In viewing Table XXVIII (page 113), it is interesting to note that the superintendents' secondary principalship experience does not radically affect their preferences of candidates' professional experience. The respondents continued to prefer that principalship candidates should have elementary teaching experience, and four to six years of full-time teaching experience.

TABLE XXVII

ELEMENTARY VICE-PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF CANDIDATES' PROFESSIONAL EXPERIENCE

Professional Experience of Candidates	Elementary Vice-Principalship Experience ^b	
	0	1-3
	Percent (15) ^a	Percent (11)
1. Prior educational administration experience	20.0	45.5
2. Supervisory experience as:		
- supervising principal	6.7	18.2
- supervisor	6.7	18.2
- consultant	00.0	18.2
3. Elementary teaching experience	93.3	100.0
4. Elementary teaching experience in the district in which the vacancy exists	13.3	00.0
5. Full-time teaching experience:		
- 1 to 3 years	6.7	18.2
- 4 to 6 years	80.0	63.6
- 7 to 10 years	13.3	9.1
- > 10 years	00.0	9.1

^aFigure represents the base for cell percentages.

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

P < .05

TABLE XXVIII

SECONDARY PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF CANDIDATES' PROFESSIONAL EXPERIENCE

Professional Experience of Candidates	Secondary Principalship Experience ^b		
	0	1-5	> 5
	Percent (5) ^a	Percent (11)	Percent (10)
1. Prior educational administration experience	00.0	36.4	00.0
2. Supervisory experience as:			
- supervising principal	00.0	9.1	20.0
- supervisor	00.0	00.0	30.0
- consultant	00.0	00.0	20.0
3. Elementary teaching experience	100.0	90.0	100.0
4. Elementary teaching experience in the district in which the vacancy exists	00.0	9.1	10.0
5. Full-time teaching experience:			
- 1 to 3 years	20.0	18.2	00.0
- 4 to 6 years	80.0	72.7	70.0
- 7 to 10 years	00.0	9.1	20.0
- > 10 years	00.0	00.0	10.0

^aFigure represents the base for cell percentages.

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

Hypothesis 20. District superintendents' preferences of elementary principalship candidates' professional experience are not influenced by the secondary vice-principalship experience of the district superintendents.

Table XXIX (page 115) shows the different types of professional experience and the preferences of district superintendents according to years of secondary vice-principalship experience.

Cross tabulations were calculated to compare the district superintendents' preferences, of candidates' professional experience, when classified by years of secondary vice-principalship experience. The chi-square test of independence indicated that a significant relationship existed. Therefore, it was concluded that the superintendents' preferences of candidates' professional experience are influenced by their secondary vice-principalship experience.

Related findings. Table XXIX shows that more than ninety-two percent of the superintendents replied that principalship candidates should have prior elementary teaching experience; more than sixty-six percent of the respondents asserted that these candidates should also have four to six years of full-time teaching experience. The interesting feature of the data in Table XXIX is that more than fifty-five percent of the superintendents who had more than one year of experience as secondary vice-principals preferred educational administration experience.

TABLE XXIX

SECONDARY VICE-PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF CANDIDATES' PROFESSIONAL EXPERIENCE

Professional Experience of Candidates	Secondary Vice-Principalship Experience		
	0	1-3	>3
	Percent (14) ^a	Percent (9)	Percent (3)
1. Prior educational administration experience ^b	7.1	55.6	66.7
2. Supervisory experience as:			
- supervising principal	00.0	22.2	33.3
- supervisor	00.0	22.2	33.3
- consultant	00.0	22.2	00.0
3. Elementary teaching experience	92.9	100.0	100.0
4. Elementary teaching experience in the district in which the vacancy exists	7.1	00.0	33.3
5. Full-time teaching experience:			
- 1 to 3 years	14.3	11.1	00.0
- 4 to 6 years	78.6	66.7	66.7
- 7 to 10 years	7.1	11.1	33.3
- >10 years	00.0	11.1	00.0

^aFigure represents the base for cell percentages.

P < .05

^bFactor, prior educational administration experience, is significant at the .05 level.

Hypothesis 21. District superintendents' preferences of elementary principalship candidates' professional experience are not influenced by the supervising principalship experience of the district superintendents.

Table XXX (page 117) illustrates the different types of professional experience and the district superintendents' preferences according to years of supervising principalship experience.

Cross tabulations were calculated to compare the district superintendents' preferences, of candidates' professional experience, when classified by years of supervising principalship experience. The statistical analysis (χ^2) indicated that a significant relationship existed. Thus, it was concluded that the superintendents' years of experience as supervising principals influenced their preferences of principalship candidates' professional experience.

Related findings. Table XXX shows that those respondents who had zero to six years of supervising principalship experience felt that principalship candidates should have elementary teaching experience and four to six years of full-time teaching experience. However, **two thirds of the superintendents** who had more than six years of experience as supervising principals felt that prior educational experience, and experience as either a supervisor, or as a consultant were also important in candidates.

TABLE XXX

SUPERVISING PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF CANDIDATES' PROFESSIONAL EXPERIENCE

Professional Experience of Candidates	Supervising Principalship Experience			
	0	1-3	4-6	>6
	Percent ^a (12)	Percent (7)	Percent (4)	Percent (3)
1. Prior educational administration experience	25.0	28.6	25.0	66.7
2. Supervisory experience as:				
- supervising principal	8.3	00.0	25.0	33.3
- supervisor ^b	00.0	00.0	25.0	66.7
- consultant ^b	00.0	00.0	00.0	66.7
3. Elementary teaching experience	100.0	85.7	100.0	100.0
4. Elementary teaching experience in the district in which the vacancy exists	8.3	00.0	25.0	00.0
5. Full-time teaching experience:				
- 1 to 3 years	8.3	28.6	00.0	00.0
- 4 to 6 years	83.3	71.4	75.0	33.3
- 7 to 10 years	8.3	00.0	25.0	33.3
- >10 years	00.0	00.0	00.0	33.3

P < .05

^aFigure represents the base for cell percentages.^bFactors, supervisor and consultant, are significant at the .05 level

Hypothesis 22. District superintendents' preferences of elementary principalship candidates' professional experience are not influenced by the supervisory inspector experience of the district superintendents.

Table XXXI (page 119) shows the different types of professional experience and the district superintendents' preferences according to years of supervisory inspector experience.

Cross tabulations were calculated to compare the district superintendents' preferences, of candidates' professional experience, when classified by years of supervisory inspector experience. The chi-square test of independence pointed out that no significant relationship existed. Therefore, it was concluded that the superintendents' preferences of candidates' professional experience are not influenced by their years of supervisory inspector experience.

Related findings. Table XXXI shows that more than eighty-seven percent of the respondents who had supervisory inspector experience replied that elementary teaching experience was important in principalship candidates. In addition, ~~more than~~ forty-nine percent of the superintendents asserted that candidates should also have four to six years of full-time teaching experience. The superintendents who had the most supervisory inspector experience maintained that candidates must have prior administration experience.

TABLE XXXI

SUPERVISORY INSPECTOR EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF CANDIDATES' PROFESSIONAL EXPERIENCE

Professional Experience of Candidates	Supervisory Inspector Experience ^b		
	0	1-5	>5
	Percent (15) ^a	Percent (8)	Percent (3)
1. Prior educational administration experience	26.7	25.0	66.7
2. Supervisory experience as:			
- supervising principal	13.3	12.5	00.0
- supervisor	6.7	25.0	00.0
- consultant	00.0	25.0	00.0
3. Elementary teaching experience	100.0	87.5	100.0
4. Elementary teaching experience in the district in which the vacancy exists	13.3	00.0	00.0
5. Full-time teaching experience:			
- 1 to 3 years	6.7	12.5	33.3
- 4 to 6 years	86.7	50.0	66.7
- 7 to 10 years	6.7	25.0	00.0
- > 10 years	00.0	12.5	00.0

^aFigure represents the base for cell percentages.

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

Summary of Professional Experience

The analyses of the district superintendents' preferences of elementary principalship candidates' professional experience suggests that elementary principalship experience and four to six years of full-time teaching experience are the two most important types of professional experience expected in candidates who seek appointment as elementary school principals. It was also discovered that the district superintendents who had the highest number of years of administrative and supervisory experience tended to include prior educational administration experience as being important in elementary principalship candidates.

Personal-Professional Attributes

The purpose of this subdivision is to present the results of the analyses of the district superintendents' preferences for ascertaining elementary principalship candidates' personal-professional attributes. Eight hypotheses were structured to test the district superintendents' preferences when classified on the basis of their professional characteristics.

Hypothesis 23. District superintendents' preferences for ascertaining selected personal-professional attributes of elementary principalship candidates are not influenced by the type of districts in which the district superintendents are employed.

Table XXXII (page 122) shows the Integrated and Roman Catholic superintendents' preferences for ascertaining

principalship candidates' personal-professional attributes.

Cross tabulations were calculated to compare the district superintendents' preferences of questioning candidates' personal-professional attributes. The statistical treatment (X^2) revealed that no significant relationship existed. Therefore, it was concluded that the type of districts in which the superintendents are employed does not influence his preferences for ascertaining principalship candidates' personal-professional attributes.

Related findings. In viewing Table XXXII, it is interesting to note that more than seventy-nine percent of the superintendents (Integrated and Roman Catholic) stated that principalship candidates' philosophy of education, emotional **stability**, self-control, patience, and poise should be questioned. Neither the Integrated, nor the Roman Catholic superintendents answered that candidates' political affiliation should be questioned. It is surprising that only fifty percent of the Roman Catholic respondents wished to question candidates' religious affiliation. Only thirty-seven percent of the Integrated respondents indicated that principalship candidates' religious affiliation was of any consequence.

TABLE XXXII

DISTRICT TYPE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES
OF CANDIDATES' PERSONAL-PROFESSIONAL ATTRIBUTES

Personal-Professional Attributes of Candidates	District Type ^b	
	Integrated	Roman Catholic
	Percent (16) ^a	Percent (10)
1. Philosophy of education	87.5	90.0
2. Political affiliation	00.0	00.0
3. Religious affiliation	37.5	50.0
4. Use of alcohol	50.0	50.0
5. Use of drugs, non-medicinally	68.8	80.0
6. Use of tobacco	6.3	00.0
7. Public speaking ability	68.8	70.0
8. Emotional control	87.5	100.0
9. Self-control	81.3	100.0
10. Patience	87.5	80.0
11. Poise	81.3	80.0
12. Social club affiliation	37.5	20.0

^a Figure represents the base for cell percentages

P < .05

^b Chi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

Hypothesis 24. District superintendents' preferences ~~for~~ ascertaining selected personal-professional attributes of elementary principalship candidates are not influenced by the size of the districts in which the district superintendents are employed.

Table XXXIII (page 124) illustrates the candidates' personal-professional attributes and district superintendents' preferences according to district size.

Cross tabulations were calculated to compare the district superintendents' preferences, for principalship candidates' personal-professional attributes, when classified by district size. The chi-square test of independence indicated that one of the twelve personal-professional attributes showed a significant relationship. This was the district superintendents' preferences for questioning principalship candidates' use of drugs, non-medicinally. Thus, it was concluded that the size of the districts in which the superintendents are employed does influence their preferences for ascertaining principalship candidates' personal-professional attributes.

Related findings. Table XXXIII shows that more than seventy-four percent of all of the superintendents stated that principalship candidates' philosophy of education, emotional stability, self-control, patience, and poise should be questioned. Also, one hundred percent of the respondents in the larger school districts replied that it was important to question candidates' public speaking ability.

TABLE XXXIII

DISTRICT SIZE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES
OF CANDIDATES' PERSONAL-PROFESSIONAL ATTRIBUTES

Personal-Professional Attributes of Candidates	District Size		
	<3200	≥3200 ≤8000	>8000
	Percent (15) ^a	Percent (8)	Percent (3)
1. Philosophy of education	86.7	87.5	100.0
2. Political affiliation	00.0	00.0	00.0
3. Religious affiliation	46.7	37.5	33.3
4. Use of alcohol	53.3	37.5	66.7
5. Use of drugs, non-medicinally ^b	93.3	50.0	33.3
6. Use of tobacco	6.7	00.0	00.0
7. Public speaking ability	66.7	62.5	100.0
8. Emotional stability	86.7	100.0	100.0
9. Self-control	86.7	87.5	100.0
10. Patience	86.7	75.0	100.0
11. Poise	80.0	75.0	100.0
12. Social club affiliation	46.7	12.5	12.5

^a Figure represents the base for cell percentages.

P < .05

^b Factor, use of drugs, non-medicinally, is significant at the .05 level.

Hypothesis 25. District superintendents' preferences ~~for~~ ascertaining selected personal-professional attributes of elementary principalship candidates are not influenced by the elementary principalship experience of the district superintendents.

Table XXXIV (page 126) shows the candidates' personal-professional attributes and district superintendents' preferences according to years of elementary principalship experience.

Cross tabulations were calculated to compare the district superintendents' preferences, for ascertaining principalship candidates' personal-professional attributes, when classified by years of elementary principalship experience. The statistical analysis (χ^2) revealed that one of the twelve personal-professional attributes showed a significant relationship. This was the district superintendents' preferences for questioning principalship candidates' use of tobacco. Consequently, it was concluded that the superintendents' preferences for ascertaining principalship candidates' personal-professional attributes are influenced by their elementary principalship experience.

Related findings. Table XXXIV shows that more than sixty-six percent of all of the superintendents asserted that principalship candidates' philosophy of education, use of drugs (non-medicinally), public speaking ability, emotional stability, self-control, patience, and poise should be questioned.

TABLE XXXIV

ELEMENTARY PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF CANDIDATES' PERSONAL-PROFESSIONAL ATTRIBUTES

Personal-Professional Attributes of Candidates	Elementary Principalship Experience		
	0	1-5	>5
	Percent (6) ^a	Percent (17)	Percent (3)
1. Philosophy of education	100.0	82.4	100.0
2. Political affiliation	00.0	00.0	00.0
3. Religious affiliation	33.3	47.1	33.3
4. Use of alcohol	16.7	52.9	100.0
5. Use of drugs, non-medicinally	66.7	70.6	100.0
6. Use of tobacco ^b	00.0	00.0	33.3
7. Public speaking ability	66.7	70.6	66.7
8. Emotional stability	100.0	88.2	100.0
9. Self-control	83.3	88.2	100.0
10. Patience	83.3	82.4	100.0
11. Poise	83.3	76.5	100.0
12. Social club affiliation	16.7	41.2	00.0

^a Figure represents the base for cell percentages.

P < .05

^b Factor, use of tobacco, is significant at the .05 level.

An examination of the data relating to Hypotheses twenty-six, twenty-seven, and twenty-eight revealed that these three hypotheses were accepted. These hypotheses are stated as follows:

Hypothesis 26. District superintendents' preferences for ascertaining selected personal-professional attributes of elementary principalship candidates are not influenced by the elementary vice-principalship experience of the district superintendents.

Hypothesis 27. District superintendents' preferences for ascertaining selected personal-professional attributes of elementary principalship candidates are not influenced by the secondary principalship experience of the district superintendents.

Hypothesis 28. District superintendents' preferences for ascertaining selected personal-professional attributes of elementary principalship candidates are not influenced by the secondary vice-principalship experience of the district superintendents.

Related findings. The statistical treatment of the data relating to these three null hypotheses, when tested, showed that no significant relationships existed; however, certain findings should be mentioned.

26. Table XXXV (page 128) reveals that more than seventy-two percent of the superintendents who have had zero to three years of experience as elementary vice-principals indicated that principalship candidates' philosophy of education, use of drugs (non-medicinally), emotional stability, self-control, patience, and poise should be determined for selection purposes.

TABLE XXXV

ELEMENTARY VICE-PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF CANDIDATES' PERSONAL-PROFESSIONAL ATTRIBUTES

Personal-Professional Attributes of Candidates	Elementary Vice-Principalship Experience ^b	
	0	1-3
	Percent ^a (15)	Percent (11)
1. Philosophy of education	100.0	72.7
2. Political affiliation	00.0	00.0
3. Religious affiliation	46.7	36.4
4. Use of alcohol	53.3	45.5
5. Use of drugs, non-medicinally	73.3	72.7
6. Use of tobacco	00.0	9.1
7. Public speaking ability	66.7	72.7
8. Emotional stability	93.3	90.9
9. Self-control	86.7	90.9
10. Patience	80.0	90.9
11. Poise	80.0	81.8
12. Social club affiliation	26.7	36.4

^aFigure represents the base for cell percentages.

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

27. Table XXXVI (page 139) reveals that more than seventy-two percent of the superintendents, regardless of length of secondary principalship experience, preferred that principalship candidates' philosophy of education, emotional stability, self-control, and patience should be questioned. Fifty percent of the respondents who had more than five years of experience in the position of secondary principal maintained that an attempt should be made to determine the social club affiliations of those candidates aspiring to the position of elementary principal.

28. In viewing Table XXXVII (page 131), one notices that the majority of all of the superintendents preferred that principalship candidates' philosophy of education, use of drugs (non-medicinally), public speaking ability, emotional stability, self-control, patience, and poise should be questioned when seeking capable elementary principals. Those respondents who had either no experience, or more than three years of experience as secondary vice-principals stated a preference for questioning principalship candidates' use of alcohol.

TABLE XXXVI

SECONDARY PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF CANDIDATES' PERSONAL-PROFESSIONAL ATTRIBUTES

Personal-Professional Attributes of Candidates	Secondary Principalship Experience ^b		
	0	1-5	> 5
	Percent (6) ^a	Percent (17)	Percent (3)
1. Philosophy of education	80.0	90.0	90.0
2. Political affiliation	00.0	00.0	00.0
3. Religious affiliation	60.0	36.4	40.0
4. Use of alcohol	20.0	45.5	70.0
5. Use of drugs, non-medicinally	80.0	63.6	80.0
6. Use of tobacco	00.0	00.0	10.0
7. Public speaking ability	60.0	72.7	70.0
8. Emotional stability	80.0	100.0	90.0
9. Self-control	80.0	90.9	90.0
10. Patience	80.0	72.7	100.0
11. Poise	60.0	72.7	100.0
12. Social club affiliation	20.0	18.2	50.0

^aFigure represents the base for cell percentages.

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

TABLE XXXVII

SECONDARY VICE-PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF CANDIDATES' PERSONAL-PROFESSIONAL ATTRIBUTES

Personal-Professional Attributes of Candidates	Secondary Vice-Principalship Experience ^b		
	0	1-3	> 3
	Percent (14) ^a	Percent (9)	Percent (3)
1. Philosophy of education	92.9	77.8	100.0
2. Political affiliation	00.0	00.0	00.0
3. Religious affiliation	50.0	33.3	33.3
4. Use of alcohol	50.0	44.4	66.7
5. Use of drugs, non-medicinally	71.4	66.7	100.0
6. Use of tobacco	00.0	11.1	00.0
7. Public speaking ability	57.1	88.9	66.7
8. Emotional stability	85.7	100.0	100.0
9. Self-control	78.6	100.0	100.0
10. Patience	71.4	100.0	100.0
11. Poise	64.3	100.0	100.0
12. Social club affiliations	21.4	44.4	33.3

^a Figure represents the base for cell percentages.

^b Chi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

P < .05

Hypothesis 29. District superintendents' preferences for ascertaining selected personal-professional attributes of elementary principalship candidates are not influenced by the supervising principalship experience of the district superintendents.

Table XXXVIII (page 133) exhibits the candidates' personal-professional attributes and the district superintendents' preferences according to years of supervising principalship experience.

Cross tabulations were calculated to compare the district superintendents' preferences, for ascertaining candidates' personal-professional attributes, when classified by years of supervising principalship experience. The chi-square test of independence pointed out that one of the twelve personal-professional attributes showed a significant relationship. This was the district superintendents' preferences for questioning principalship candidates' use of tobacco. Thus, it was concluded that the superintendents' personal-professional attribute criteria was influenced by their years of experience as supervising principals.

Related findings. Table XXXVIII points out that more than sixty-six percent of all of the superintendents maintained that principalship candidates' philosophy of education, use of drugs (non-medicinally), emotional stability, self-control, patience, and poise should be questioned by the hiring district.

TABLE XXXVIII

SUPERVISING PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF CANDIDATES' PERSONAL-PROFESSIONAL ATTRIBUTES

Personal-Professional Attributes of Candidates	Supervising Principalship Experience			
	0	1-3	4-6	> 6
	Percent (12) ^a	Percent (7)	Percent (4)	Percent (3)
1. Philosophy of education	75.0	100.0	100.0	100.0
2. Political affiliation	00.0	00.0	00.0	00.0
3. Religious affiliation	50.0	57.1	25.0	00.0
4. Use of alcohol	50.0	57.1	25.0	66.7
5. Use of drugs, non-medicinally	66.7	85.7	75.0	66.7
6. Use of tobacco ^b	00.0	00.0	00.0	99.9
7. Public speaking ability	75.0	71.4	75.0	33.3
8. Emotional stability	91.7	85.7	100.0	100.0
9. Self-control	91.7	85.7	100.0	66.7
10. Patience	83.3	85.7	100.0	66.7
11. Poise	75.0	85.7	100.0	66.7
12. Social club affiliation	16.7	42.9	50.0	33.3

^aFigure represents the base for cell percentages.

^bFactor, use of tobacco, is significant at the .05 level.

P < .05

Hypothesis 30. District superintendents' preferences for ascertaining selected personal-professional attributes of elementary principalship candidates are not influenced by the supervisory inspector experience of the district superintendents.

Table XXXIX (page 135) illustrates the principalship candidates' personal-professional attributes and the district superintendents' preferences according to years of supervisory inspector experience.

Cross tabulations were calculated to compare the district superintendents' preferences, for ascertaining candidates' personal-professional attributes, when classified by years of supervisory inspector experience. The statistical treatment (X^2) revealed that no significant relationship existed. Therefore, it was concluded that the supervisory inspector experience of the superintendents does not influence their preferences of principalship candidates' personal-professional attributes to be determined by the hiring districts.

Related findings. Table XXXIX indicates that more than sixty-six percent of the respondents, regardless of length of experience as supervisory inspectors, preferred to question principalship candidates' philosophy of education, use of drugs (non-medicinally), emotional stability, self-control, patience, and poise.

TABLE XXXIX

SUPERVISORY INSPECTOR EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF CANDIDATES' PERSONAL-PROFESSIONAL ATTRIBUTES

Personal-Professional Attributes of Candidates	Supervisory Inspector Experience ^b		
	0	1-5	>5
	Percent (15) ^a	Percent (8)	Percent (3)
1. Philosophy of education	93.3	87.5	66.7
2. Political affiliation	00.0	00.0	00.0
3. Religious affiliation	46.7	37.5	33.3
4. Use of alcohol	60.0	25.0	66.7
5. Use of drugs, non-medicinally	73.3	75.0	66.7
6. Use of tobacco	00.0	12.5	00.0
7. Public speaking ability	80.0	37.5	100.0
8. Emotional stability	93.3	87.5	100.0
9. Self-control	86.7	87.5	100.0
10. Patience	86.7	87.5	66.7
11. Poise	86.7	75.0	66.7
12. Social club affiliation	40.0	12.5	33.3

^aFigure represents the base for cell percentages.

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

P < .05

Summary of Personal-Professional Attributes

Generally speaking, the district superintendents preferred that school boards should question candidates' philosophy of education, public speaking ability, emotional stability, self-control, patience, and poise when seeking capable elementary principals. In certain instances, the superintendents also indicated that an attempt should be made to determine candidates' non-medicinal use of drugs.

Professional Selection Standards

The purpose of this subdivision is to present the results of the analyses of the district superintendents' preferences of professional standards to be used in the selection of elementary principalship candidates. Eight hypotheses were structured to test the district superintendents' preferences when classified on the basis of their professional background. Note: An examination of the data involved in the testing of these hypotheses revealed that they were all accepted. These hypotheses are stated as follows:

Hypothesis 31. District superintendents' preferences of professional standards to be used in the selection of elementary principalship candidates are not influenced by the type of districts in which the district superintendents are employed.

Hypothesis 32. District superintendents' preferences of professional standards to be used in the selection of elementary principalship candidates are not influenced by the size of the districts in which the district superintendents are employed.

Hypothesis 33. District superintendents' preferences of professional standards to be used in the selection of elementary principalship candidates are not influenced by the elementary principalship experience of the district superintendents.

Hypothesis 34. District superintendents' preferences of professional standards to be used in the selection of elementary principalship candidates are not influenced by the elementary vice-principalship experience of the district superintendents.

Hypothesis 35. District superintendents' preferences of professional standards to be used in the selection of elementary principalship candidates are not influenced by the secondary principalship experience of the district superintendents.

Hypothesis 36. District superintendents' preferences of professional standards to be used in the selection of elementary principalship candidates are not influenced by the secondary vice-principalship experience of the district superintendents.

Hypothesis 37. District superintendents' preferences of professional standards to be used in the selection of elementary principalship candidates are not influenced by the supervising principalship experience of the district superintendents.

Hypothesis 38. District superintendents' preferences of professional standards to be used in the selection of elementary principalship candidates are not influenced by the supervisory inspector experience of the district superintendents.

Related findings. The statistical treatment of the data relating to the eight null hypotheses mentioned above showed that no significant relationships existed between the variables under investigation. Specifically, the chi-square test of independence (and association) was applied to the district superintendents' responses to the questionnaire items categorized under professional selection standards

and none of these responses were significantly related to their professional backgrounds. The findings related to the testing of the eight null hypotheses will be discussed according to the initial order of the statements.

31. Table XL (page 139) reveals that more than sixty-eight percent of both Integrated and Roman Catholic superintendents indicated that principalship candidates should have formal administrative training, and be members of the district personnel. However, sixty percent of the Roman Catholic respondents maintained that these candidates should also have Memorial University training. Surprisingly, more than forty-nine percent of the Roman Catholic superintendents asserted that they preferred male and married candidates **when** selecting capable elementary principals.

32. Table XLI (page 140) illustrates that more than sixty-six percent of the superintendents, regardless of district size, preferred that principalship candidates have formal administrative training, and be members of the district personnel if they wish to be appointed as elementary principals. The majority of the superintendents who are employed in the small school districts (enrollments less than 3,200), and in the large school districts (enrollments greater than 8,000) preferred that Memorial University training should be a requirement in selecting elementary principalship candidates.

TABLE XL

DISTRICT TYPE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF
PROFESSIONAL SELECTION STANDARDS TO BE USED IN SELECTING CANDIDATES

Professional Selection Standards	District Type ^b	
	Integrated	Roman Catholic
	Percent (16) ^a	Percent (10)
1. Memorial University training	43.8	60.0
2. Member of district personnel	68.8	90.0
3. Formal administrative training	93.8	90.0
4. Male candidate	37.5	60.0
5. Married candidate	25.0	50.0
6. Residence near school center	6.3	20.0

^aFigure represents the base for cell percentages.

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

$P < .05$

TABLE XLI

DISTRICT SIZE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF PROFESSIONAL SELECTION STANDARDS TO BE USED IN SELECTING CANDIDATES

Professional Selection Standards	District Size ^b		
	<3000	≥3200 ≤8000	>8000
	Percent (15) ^a	Percent (8)	Percent (3)
1. Memorial University training	53.3	37.5	66.7
2. Member of district personnel	66.7	87.5	100.0
3. Formal administrative training	93.3	87.5	100.0
4. Male candidate	46.7	62.5	00.0
5. Married candidate	40.0	25.0	33.3
6. Residence near school center	13.3	12.5	00.0

^afigure represents the base for cell percentages

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

P < .05

33. Table XLII (page 142) shows that more than eighty-three percent of all of the superintendents who had elementary principalship experience preferred that formal administrative training be a standard for selecting competent elementary principals. In addition, the respondents who had either no experience, or one to five years of experience in the elementary principalship maintained that preferences be given to candidates from the districts' ranks. Interestingly enough, the respondents who had more than five years of elementary principalship experience stated that male and married candidates should be preferred when hiring elementary principals.

34. Table XLIII (page 143) reveals that the superintendents who had elementary vice-principalship experience consider formal administrative training, and member of the district personnel as the two standards that should be followed in the selection process. Also, the respondents who had one to three years of experience as elementary vice-principals stated that male candidates should be preferred as elementary principals.

35. In viewing Table XLIV (page 144), it is evident that formal administrative training, and member of the district personnel are the two most prevalent choices of the superintendents as standards to be adhered to in hiring elementary principals.

TABLE XLII

ELEMENTARY PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF PROFESSIONAL SELECTION STANDARDS TO BE USED IN
SELECTING CANDIDATES

Professional Selection Standards	Elementary Principalship Experience ^b		
	0	1-5	>5
	Percent (6) ^a	Percent (17)	Percent (3)
1. Memorial University training	33.3	64.7	00.0
2. Member of district personnel	66.7	88.2	33.3
3. Formal administrative training	83.3	94.1	100.0
4. Male candidate	33.3	47.1	66.7
5. Married candidate	33.3	29.4	66.7
6. Residence near school center	00.0	17.6	00.0

^a Figure represents the base for cell percentages.

^b Chi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

P < .05

TABLE XLIII

ELEMENTARY VICE-PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF PROFESSIONAL SELECTION STANDARDS TO BE USED IN SELECTING CANDIDATES

Professional Selection Standards	Elementary Vice-Principalship Experience ^b	
	0	1-3
	Percent (15) ^a	Percent (11)
1. Memorial University training	53.3	45.5
2. Member of district personnel	73.3	81.8
3. Formal administrative training	93.3	90.9
4. Male candidate	33.3	63.6
5. Married candidate	33.3	36.4
6. Residence near school center	20.0	00.0

^aFigure represents the base for cell percentages.

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

P < .05

TABLE XLIV

SECONDARY PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF PROFESSIONAL SELECTION STANDARDS TO BE USED IN
SELECTING CANDIDATES

Professional Selection Standards	Secondary Principalship Experience ^b		
	0	1-5	> 5
	Percent (6) ^a	Percent (17)	Percent (3)
1. Memorial University training	60.0	54.5	40.0
2. Member of district personnel	100.0	81.8	60.0
3. Formal administrative training	80.0	100.0	90.0
4. Male candidate	60.0	54.5	30.0
5. Married candidate	40.0	36.4	30.0
6. Residence near school center	00.0	9.1	30.0

^aFigure represents the base for cell percentages.

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

36. Table XLV (page 146) indicates that more than two thirds of the superintendents who had secondary principalship experience identified formal administrative training, and member of the district personnel as the two most favourable standards to be used as selection criteria. It should also be noted that the respondents who had either no experience, or more than three years of experience as secondary vice-principals preferred that principalship candidates have Memorial University training.

37. In viewing Table XLVI (page 147), it is evident that when the district superintendents' preferences are classified according to years of supervising principalship experience, they still preferred formal administrative training and member of the district personnel as the two best professional standards to be implemented as selection criteria. Only a majority of the respondents who had no experience as supervising principals indicated a preference for married principalship candidates.

38. Table XLVII (page 148) shows that formal administrative training and member of the district personnel still receive the highest percentage of responses of the respondents who had experience as supervisory inspectors. More than sixty-two percent of the superintendents who had supervisory inspector experience preferred male principalship candidates.

TABLE XLV

SECONDARY VICE-PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF PROFESSIONAL SELECTION STANDARDS TO BE USED IN SELECTING CANDIDATES

Professional Selection Standards	Secondary Vice-Principalship Experience ^b		
	0	1-3	> 3
	Percent (14) ^a	Percent (9)	Percent (3)
1. Memorial University training	57.1	33.3	66.7
2. Member of district personnel	78.6	66.7	100.0
3. Formal administrative training	92.9	100.0	66.7
4. Male candidate	35.7	66.7	33.3
5. Married candidate	28.6	55.6	00.0
6. Residence near school center	14.3	00.0	33.3

^a Figure represents the base for cell percentages.

P < .05

^b Chi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

TABLE XLVI

SUPERVISING PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF PROFESSIONAL SELECTION STANDARDS TO BE USED IN
SELECTING CANDIDATES

Professional Selection Standards	Supervising Principalship Experience ^b			
	0	1-3	4-6	>6
	Percent (12) ^a	Percent (7)	Percent (4)	Percent (3)
1. Memorial University training	50.0	71.4	50.0	00.0
2. Member of district personnel	83.3	71.4	75.0	66.7
3. Formal administrative training	91.7	100.0	75.0	100.0
4. Male candidate	58.3	28.6	25.0	66.7
5. Married candidate	58.3	00.0	25.0	33.3
6. Residence near school center	16.7	00.0	25.0	00.0

^aFigure represents the base for cell percentages.

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

P < .05

TABLE XLVII

SUPERVISORY INSPECTOR EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF PROFESSIONAL SELECTION STANDARDS TO BE USED IN
SELECTING CANDIDATES

Professional Selection Standards	Supervisory Inspector Experience ^b		
	0	1-5	>5
	Percent (15) ^a	Percent (8)	Percent (3)
1. Memorial University training	60.0	25.0	66.7
2. Member of district personnel	86.7	62.5	66.7
3. Formal administrative training	100.0	75.0	100.0
4. Male candidate	33.3	62.5	66.7
5. Married candidate	46.7	25.0	00.0
6. Residence near school center	13.3	00.0	33.3

P < .05

^aFigure represents the base for cell percentages.

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

Summary of Professional Selection Standards

From a total point of view, the district superintendents replied that an elementary principalship candidate should preferably have formal administrative training, be a member of the district personnel, and have Memorial University training. A considerable number of district superintendents indicated a preference for male and married elementary principalship candidates.

Professional Selection Techniques

The purpose of this subdivision is to present the results of the analyses of the district superintendents' preferences of professional techniques to be used in the selection of elementary principalship candidates. Eight hypotheses were structured to test the district superintendents' preferences when classified on the basis of their professional background.

Hypothesis 39. District superintendents' preferences of selected professional techniques to be used in the selection of elementary principalship candidates are not influenced by the type of districts in which the district superintendents are employed.

Table XLVII (page 151) illustrates the Integrated and Roman Catholic superintendents' preferences for using professional techniques.

Cross tabulations were calculated to compare the Integrated and Roman Catholic superintendents' preferences for using professional techniques. The chi-square test of

independence pointed out that no significant relationship existed. Consequently, it was concluded that the superintendents' preferences for using professional techniques are not influenced by the type of districts in which they are employed.

Related findings. In viewing Table XLVIII, it is interesting to note that one hundred percent of the superintendents (Integrated and Roman Catholic) preferred that personal interviews should be used as appropriate techniques. More than sixty-nine percent of all of the respondents preferred that written guidelines, printed information, interview panels, letters of recommendation, and supervisors' recommendations should be considered as valuable techniques.

Hypothesis 40. District superintendents' preferences of professional techniques to be used in the selection of elementary principalship candidates are not influenced by the size of the districts in which the district superintendents are employed.

Table XLIX (page 153) exhibits the superintendents' preferences of professional techniques according to district size.

Cross tabulations were calculated to compare the district superintendents' preferences, of professional techniques, when classified by district size. Statistical analysis (χ^2) indicated that one of the sixteen professional techniques showed a significant relationship. This was the

TABLE XLVII

DISTRICT TYPE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF PROFESSIONAL SELECTION TECHNIQUES TO BE USED IN SELECTING CANDIDATES

Professional Selection Techniques	District Type ^b	
	Integrated	Roman Catholic
	Percent (16) ^a	Percent (10)
1. Competitive examinations	18.8	20.0
2. - written examinations	00.0	00.0
- oral examinations	00.0	10.0
- both written and oral	18.8	10.0
3. Written guidelines	75.0	70.0
4. Printed information	93.8	100.0
5. Set salary scale	56.3	80.0
6. Wide publication of vacancies	50.0	20.0
7. Formalized job description	50.0	70.0
8. Payment of applicants' interview expenses	62.5	40.0
9. Personal interview	100.0	100.0
10. Interview panel	75.0	70.0
11. Statements of philosophy of education	18.8	20.0
12. Standardized application forms	62.5	90.0
13. Letters of recommendation	93.8	100.0
14. Professors' recommendations	62.5	90.0
15. Supervisors' recommendations	93.8	90.0
16. Pre-appointment physical exam	62.5	50.0

^aFigure represents the base for cell percentages

P < .05

^bChi Square Test of Independence comparing superintendents' preferences indicated that there were no significant differences at the .05 level.

superintendents' preferences of using professors' recommendations being influenced by their district size. Thus, it was concluded that the superintendents' preferences for using professional techniques are influenced by their district size.

Related findings. Table XLIX reveals that more than ninety-three percent of the superintendents, regardless of district size, replied that printed information, personal interviews, letters of recommendation, and supervisors' recommendations should be an integral part of the selection process. Interestingly enough, a small minority of all of the respondents preferred to use competitive examinations as a means of selecting competent elementary principals.

An examination of the data involved in the testing of Hypotheses forty-one and forty-two revealed that these two hypotheses were accepted. These hypotheses are stated as follows:

Hypothesis 41. District superintendents' preferences of selected professional techniques to be used in the selection of elementary principalship candidates are not influenced by the elementary principalship experience of the district superintendents.

Hypothesis 42. District superintendents' preferences of selected professional techniques to be used in the selection of elementary principalship candidates are not influenced by the elementary vice-principalship experience of the district superintendents.

Related findings. The statistical treatment of the

TABLE XLIX

DISTRICT SIZE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF PROFESSIONAL SELECTION TECHNIQUES TO BE USED IN SELECTING CANDIDATES

Professional Selection Techniques	District Size		
	<3200	≥3200 ≤8000	>8000
	Percent (15) ^a	Percent (8)	Percent (3)
1. Competitive examinations	26.7	12.5	00.0
2. - written examinations	00.0	00.0	00.0
- oral examinations	00.0	12.5	00.0
- both written and oral	26.7	00.0	00.0
3. Written guidelines	73.3	62.5	100.0
4. Printed information	93.3	100.0	100.0
5. Set salary scale	60.0	75.0	66.7
6. Wide publication of vacancies	46.7	25.0	33.3
7. Formalized job description	66.7	33.3	66.7
8. Payment of applicants' interview expenses	53.3	62.5	33.3
9. Personal interview	100.0	100.0	100.0
10. Interview panel	73.3	62.5	100.0
11. Statement of philosophy of education	26.7	00.0	33.3
12. Standardized application forms	80.0	62.5	66.7
13. Letters of recommendation	93.3	100.0	100.0
14. Professor's recommendations ^b	53.3	100.0	100.0
15. Supervisors' recommendations	93.3	87.5	100.0
16. Pre-appointment physical exam	66.7	37.5	66.7

^aFigure represents the base for cell percentages.

^bFactor, professors' recommendations, is significant at the .05 level.

P < .05

data relating to these two null hypotheses, when tested, showed that no significant relationships existed; however, certain findings will be mentioned.

41. Table L (page 155) indicates that more than sixty-six percent of all of the superintendents preferred that written guidelines, printed information, personal interviews, interview panels, standardized application forms, letters of recommendation, and supervisors' recommendations should be used to identify competent elementary principals. Surprisingly, more than forty-nine percent of the superintendents, regardless of elementary principalship experience, stated that principalship candidates should be required to have pre-appointment physical examinations.

42. Table LI (page 156) reveals that the majority of all of the superintendents answered that written guidelines, printed information, set salary scales, formalized job descriptions, personal interviews, interview panels, standardized application forms, letters of recommendation, professors' and supervisors' recommendations would have value as selection techniques. It should also be noted that the respondents who had the most experience as elementary vice-principals preferred that school boards should pay the expenses of principalship candidates who are invited for personal interviews.

TABLE L

ELEMENTARY PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF PROFESSIONAL SELECTION TECHNIQUES TO BE USED IN
SELECTING CANDIDATES

Professional Selection Techniques	Elementary Principalship Experience ^b		
	0	1-5	> 5
	Percent (6) ^a	Percent (17)	Percent (3)
1. Competitive examinations	00.0	29.4	00.0
2. - written examinations	00.0	00.0	00.0
- oral examinations	00.0	5.9	00.0
- both written and oral	00.0	23.5	00.0
3. Written guidelines	66.7	76.5	66.7
4. Printed information	100.0	94.1	100.0
5. Set salary scale	83.3	58.8	66.7
6. Wide publication of vacancies	33.3	41.2	33.3
7. Formalized job description	50.0	58.8	66.7
8. Payment of applicants' interview expenses	83.3	47.1	33.3
9. Personal interview	100.0	100.0	100.0
10. Interview panel	83.3	70.6	66.7
11. Statements of philosophy of education	00.0	23.5	33.3
12. Standardized application forms	66.7	70.6	100.0
13. Letters of recommendation	100.0	94.1	100.0
14. Professors' recommendations	83.3	64.7	100.0
15. Supervisor's recommendations	83.3	94.1	100.0
16. Pre-appointment physical exam	50.0	52.9	100.0

155

^aFigure represents the base for cell percentages.

P < .05

^bChi Square Test of Independence indicated no significance at the .05 level.

TABLE LI

ELEMENTARY VICE-PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF PROFESSIONAL SELECTION TECHNIQUES TO BE USED IN
SELECTING CANDIDATES

Professional Selection Techniques	Elementary Vice-Principalship Experience ^b	
	0	1-3
	Percent ^a (15)	Percent (11)
1. Competitive examinations	13.3	27.3
2. - written examinations	00.0	00.0
- oral examinations	00.0	9.1
- both written and oral	13.3	18.2
3. Written guidelines	80.0	63.6
4. Printed information	100.0	90.9
5. Set salary scale	73.3	54.5
6. Wide publication of vacancies	46.7	27.3
7. Formalized job description	60.0	54.5
8. Payment of applicants' interview expenses	46.7	63.6
9. Personal interview	100.0	100.0
10. Interview panel	86.7	54.5
11. Statements of philosophy of education	20.0	18.2
12. Standardized application forms	80.0	63.6
13. Letters of recommendation	100.0	90.9
14. Professors' recommendations	73.3	72.7
15. Supervisors' recommendations	86.7	100.0
16. Pre-appointment physical exam	66.7	45.5

^a Figure represents the base for cell percentages

^b Chi Square Test of Independence indicated no significance at .05 level.

P < .05

Hypothesis 43. District superintendents' preferences of selected professional techniques to be used in the selection of elementary principalship candidates are not influenced by the secondary principalship experience of the district superintendents.

Table LII (page 158) illustrates the district superintendents' preferences of professional techniques according to years of secondary principalship experience.

Cross tabulations were calculated to compare the superintendents' preferences, of professional techniques, when classified by years of secondary principalship experience. The chi-square test of independence revealed that one of the sixteen professional techniques showed a significant relationship. This was the superintendents' preferences for using supervisors' recommendations being influenced by their experience as secondary principals. Therefore, it was concluded that the superintendents' preferences for using professional techniques are influenced by their secondary principalship experience.

Related findings. Table L shows that when the superintendents' preferences of professional techniques are classified by length of experience as secondary principals, printed information, personal interviews, and letters of recommendation still receive the highest percentage of responses. The majority of the respondents preferred not to widely publicize position vacancies.

TABLE LII

SECONDARY PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF PROFESSIONAL SELECTION TECHNIQUES TO BE USED IN
SELECTING CANDIDATES

Professional Selection Techniques	Secondary Principalship Experience		
	0	1-5	> 5
	Percent (6) ^a	Percent (11)	Percent (10)
1. Competitive examinations	20.0	18.2	20.0
2. - written examinations	00.0	00.0	00.0
- oral examinations	00.0	9.1	00.0
- both written and oral	20.0	9.1	20.0
3. Written guidelines	80.0	81.8	60.0
4. Printed information	80.0	100.0	100.0
5. Set salary scale	80.0	72.7	50.0
6. Wide publication of vacancies	40.0	36.4	40.0
7. Formalized job description	60.0	72.7	40.0
8. Payment of applicants' interview expenses	80.0	54.5	40.0
9. Personal interview	100.0	100.0	100.0
10. Interview panel	80.0	63.6	80.0
11. Statements of philosophy of education	00.0	18.2	30.0
12. Standardized application forms	80.0	63.6	80.0
13. Letters of recommendation	80.0	100.0	100.0
14. Professors' recommendations	60.0	81.8	70.0
15. Supervisors' recommendations ^b	60.0	100.0	100.0
16. Pre-appointment physical exam	20.0	63.6	70.0

^aFigure represents the base for cell percentages.

^bFactor, supervisors' recommendations, is significant at the .05 level.

P < .05

Hypothesis 44. District superintendents' preferences of selected professional techniques to be used in the selection of elementary principalship candidates are not influenced by the secondary vice-principalship experience of the district superintendents.

Table LIII (page 160) exhibits the district superintendents' preferences, for using professional techniques, according to secondary vice-principalship experience.

Cross tabulations were calculated to compare the district superintendents' preferences, of professional techniques, when classified by years of secondary vice-principalship experience. Statistical analysis (χ^2) indicated that no significant relationship existed. Thus, it was concluded that the superintendents' experience as secondary vice-principals does not influence their preferences of professional selection techniques.

Related findings. In viewing Table LIII, it is evident that printed information, personal interviews, letters of recommendation, and supervisors' recommendations were the four most favoured techniques as perceived by the respondents. More than eighty-five percent of all of the superintendents responded that these techniques would be invaluable as selection criteria.

TABLE LIII

SECONDARY VICE-PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS' PREFERENCES OF PROFESSIONAL SELECTION TECHNIQUES TO BE USED IN SELECTING CANDIDATES

Professional Selection Techniques	Secondary Vice-Principalship Experience ^b		
	0	1-3	>3
	Percent ^a (14)	Percent (9)	Percent (3)
1. Competitive examinations	14.3	22.2	33.3
2. - written examinations	00.0	00.0	00.0
- oral examinations	00.0	11.1	00.0
- both written and oral	14.3	11.1	33.3
3. Written guidelines	85.7	55.6	66.7
4. Printed information	92.9	100.0	100.0
5. Set salary scale	78.6	44.4	66.7
6. Wide publication of vacancies	42.9	33.3	33.3
7. Formalized job description	64.3	44.4	66.7
8. Payment of applicants' interview expenses	57.1	55.6	33.3
9. Personal interview	100.0	100.0	100.0
10. Interview panel	78.6	55.6	100.0
11. Statements of philosophy of education	7.1	22.2	66.7
12. Standardized application forms	71.4	66.7	100.0
13. Letters of recommendation	92.9	100.0	100.0
14. Professors' recommendations	64.3	72.8	100.0
15. Supervisors' recommendations	85.7	100.0	100.0
16. Pre-appointment physical exam	50.0	66.7	66.7

^aFigure represents the base for cell percentages.

P < .05

^bChi Square Test of Independence indicated no significance at the .05 level.

Hypothesis 45. District superintendents' preferences of selected professional techniques to be used in the selection of elementary principalship candidates are not influenced by the supervising principalship experience of the district superintendents.

Table LIV (page 162) exhibits the district superintendents' preferences, for using professional techniques, according to supervising principalship experience.

Cross tabulations were calculated to compare the district superintendents' preferences, of professional techniques, when classified by years of supervising principalship experience. Statistical treatment (X^2) indicated that one of the sixteen professional techniques showed a significant relationship. This was the district superintendents' preferences of using formalized job descriptions being influenced by their supervising principalship experience. Consequently, it was concluded that the superintendents' preferences for using professional techniques are influenced by their experience as supervising principals.

Related findings. Table LIV shows that more than seventy-five percent of the superintendents replied that printed information, personal interviews, and letters of recommendation should be used by the hiring districts to identify capable elementary principals.

TABLE LIV

SUPERVISING PRINCIPALSHIP EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF PROFESSIONAL SELECTION TECHNIQUES TO BE USED IN
SELECTING CANDIDATES

Professional Selection Techniques	Supervising Principalship Experience			
	0	1-3	4-6	> 6
	Percent (12) ^a	Percent (7)	Percent (4)	Percent (3)
1. Competitive examinations	8.3	42.9	25.0	00.0
2. - written examinations	00.0	00.0	00.0	00.0
- oral examinations	8.3	00.0	00.0	00.0
- both written and oral	00.0	42.0	25.0	00.0
3. Written guidelines	75.0	85.7	50.0	66.7
4. Printed information	91.7	100.0	100.0	100.0
5. Set salary scale	66.7	57.1	75.0	66.7
6. Wide publication of vacancies	41.7	57.1	25.0	00.0
7. Formalized job description	50.0	100.0	50.0	00.0
8. Payment of applicants' interview expenses	66.7	28.6	75.0	33.3
9. Personal interview	100.0	100.0	100.0	100.0
10. Interview panel	58.3	71.4	100.0	100.0
11. Statements of philosophy of education	8.3	42.9	25.0	00.0
12. Standardized application forms	75.0	85.7	75.0	33.3
13. Letters of recommendation	91.7	100.0	100.0	100.0
14. Professors' recommendations	75.0	57.1	75.0	100.0
15. Supervisors' recommendations	83.3	100.0	75.0	100.0
16. Pre-appointment physical exam	33.3	71.4	75.0	100.0

^a Figure represents the base for cell percentages

P < .05

^b Factor, formalized job description, is significant at the .05 level.

Hypothesis 46. District superintendents' preferences of selected professional techniques to be used in the selection of elementary principalship candidates are not influenced by the supervisory inspector experience of the district superintendents.

Table LV (page 164) illustrates the district superintendents' preferences, for using professional techniques, according to supervisory inspector experience.

Cross tabulations were calculated to compare the district superintendents' preferences, of professional techniques, when classified by years of supervisory inspector experience. The chi-square test of independence pointed out that no significant relationship existed. Therefore, it was concluded that the superintendents' preferences for using professional techniques are not influenced by their experience as supervisory inspectors.

Related findings. In viewing Table LV, it is interesting to note that the respondents who had supervisory inspector experience, ranging from zero to five years, indicated that the hiring districts should pay the expenses of principalship candidates who are invited for personal interviews. More than eighty-seven percent of the superintendents preferred that printed information, personal interviews, letters of recommendation, and supervisors' recommendations should be used to recruit competent elementary principals.

TABLE LV

SUPERVISORY INSPECTOR EXPERIENCE AS AN INFLUENCE ON DISTRICT SUPERINTENDENTS'
PREFERENCES OF PROFESSIONAL SELECTION TECHNIQUES TO BE USED IN
SELECTING CANDIDATES

Professional Selection Techniques	Supervisory Inspector Experience ^b		
	0	1-5	> 5
	Percent (15) ^a	Percent (8)	Percent (3)
1. Competitive examinations	33.3	00.0	00.0
2. - written examinations	00.0	00.0	00.0
- oral examinations	6.7	00.0	00.0
- both written and oral	26.6	00.0	00.0
3. Written guidelines	80.0	62.5	66.7
4. Printed information	100.0	87.5	100.0
5. Set salary scale	60.0	75.0	66.7
6. Wide publication of vacancies	40.0	25.0	66.7
7. Formalized job description	60.0	50.0	66.7
8. Payment of applicants' interview expenses	60.0	50.0	33.3
9. Personal interview	100.0	100.0	100.0
10. Interview panel	86.7	62.5	33.3
11. Statements of philosophy of education	33.3	00.0	00.0
12. Standardized application forms	66.7	75.0	100.0
13. Letters of recommendation	100.0	87.5	100.0
14. Professors' recommendations	66.7	75.0	100.0
15. Supervisors' recommendations	93.3	87.5	100.0
16. Pre-appointment physical exam	66.7	37.5	66.7

158

^aFigure represents the base for cell percentages.

P < .05

^bChi Square Test of Independence indicated no significance at the .05 level.

Summary of Professional Selection Techniques

The analyses of the results of the district superintendents' preferences of selected professional techniques revealed that personal interviews, interview panels, printed information, written guidelines, standardized application forms, letters of recommendation, and supervisors' recommendations should be used to select elementary principalship candidates. As a rule, a higher percentage of district superintendents replied that supervisors' recommendations compared with professors' recommendations should be used as selection techniques. The minority of respondents indicated that principalship candidates' statements of philosophy of education should be used.

SUMMARY

In this chapter, the hypotheses relating to the preferences of district superintendents concerning the criteria to be used in the selection of elementary principalship candidates were statistically tested.

The district superintendents, as an aggregate, differed significantly on one hundred percent of the professional qualifications preferred in elementary principalship candidates. The superintendents also differed significantly on one hundred percent of the different types of professional experience desired in principalship candidates. As a whole, the superintendents differed significantly on

ninety-eight percent of the personal-professional attributes of principalship candidates that should be questioned; fifty percent of the professional standards and on seventy-five percent of the professional techniques to be used in the selection of principalship candidates. When the superintendents were required to estimate the importance of seventy-five personal attributes in elementary principalship candidates, it was discovered that there was little consensus of agreement among the superintendents, as a whole.

Information gathered concerning the influence of the district superintendents' professional characteristics upon their preferences of the various classifications of criteria identified in the study, revealed that when the district superintendents' responses were categorized by district type, district size, length and type of administrative experience, and length and type of supervisory experience, there were few significant relationships between the variables under investigation.

The most frequent superintendent professional characteristic that influenced their preferences of selection criteria was found to be the supervising principalship experience.

From a total point of view, there is really no high consensus of agreement among the district superintendents concerning what constitutes appropriate selection criteria.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the problem which was investigated, the methodology employed, and the findings arising from the testing of the forty-six hypotheses that were advanced for this study. The findings are discussed under the major headings of the selection criteria identified in the study. Finally, conclusions are presented, and recommendations for further research and studies are advanced.

I. SUMMARY OF THE STUDY

The Problem

The present study was undertaken in an attempt to determine the criteria that should be used in the selection of elementary principalship candidates as perceived by the Newfoundland and Labrador Integrated and Roman Catholic Educational District superintendents. Specifically, the objectives of the study were: -- (1) to evaluate tentative criteria as to their appropriateness in the selection process, (2) to determine the criteria that should be applied by the Newfoundland and Labrador district superintendents, assuming the latter to be the crucial instrument in the selection process, and (3) to determine criteria that are

worthy of recommendation to those charged with the selection of elementary school principalship candidates.

In line with these objectives, forty-six hypotheses were set forward for the present study.

Hypotheses 1 through 6 were concerned essentially with identifying those criteria preferred by the district superintendents as a whole.

Hypotheses 7 through 46 were designed to determine if the district superintendents' preferences of the selection criteria were influenced by: -- (1) district type, (2) district size, (3) elementary principalship experience, (4) elementary vice-principalship experience, (5) secondary principalship experience, (6) secondary vice-principalship experience, (7) supervising principalship experience, and (8) supervisory inspector experience of the district superintendents.

Instrumentation and Methodology

Based on the literature in the field of educational administration, and related research, a questionnaire was constructed which included a number of items found in the related research.

As a result of the suggestions received through the validation process, one hundred and twenty-five items were identified and adopted for use in the present study. These

factors were grouped, after the collection of data, under six major headings as follows:

1. Professional Qualifications
2. Professional Experience
3. Personal-Professional Attributes
4. Professional Selection Standards
5. Professional Selection Techniques
6. Personal Attributes

Responses from the district superintendents for sections one through five were elicited by requiring the district superintendents to reply YES or NO as an indication of whether or not selected criteria should be used.

Section six involved a five point Likert-type scale. Specifically, section six asked the district superintendents to estimate the importance of each of seventy-five personal attributes in elementary principalship candidates. Responses were made by circling one of five letters -- A, B, C, D, or E -- corresponding to -- Most Important, Fairly Important, Uncertain, Of Little Importance, and Of No Importance.

The Sample

A sample of thirty-one from a population of thirty-three district superintendents were selected for participation in this study. The thirty-one district superintendents represented the entire population of Integrated and Roman Catholic district superintendents. Of the twenty-six

questionnaires that arrived before April 26, the cut-off date, all were usable.

Summary of Findings Related to Professional Qualifications

The district superintendents, as a whole, indicated that the most important professional qualification of elementary principalship candidates was the Bachelor's degree and additional graduate work in educational administration. Next in importance was the Master's degree (Education), followed by Bachelor's degree (Education), Graduate Diploma in educational administration, and then Master's degree and additional graduate work in educational administration.

Summary of Findings Related to Professional Experience

The analysis of the total district superintendents' responses to the questionnaire items categorized under professional experience revealed that elementary teaching experience was the most important type of professional experience that elementary principalship candidates should have. The remaining four types of professional experience, in order of highest percentage of response, were: -- four to six years of full-time teaching experience, prior educational administration experience, supervisory experience as either a supervising principal or supervisor or consultant, and elementary teaching experience in the district in which the vacancy exists.

Summary of Findings Related to Personal-Professional Attributes

An examination of the total district superintendents' preferences for ascertaining certain personal-professional attributes of elementary principalship candidates showed that eight personal-professional attributes should be ascertained. These were: -- emotional stability, philosophy of education, self-control, patience, poise, use of drugs (non-medicinally), public speaking ability, and use of alcohol. Less than fifty percent of the district superintendents indicated that elementary principalship candidates' religious affiliations, social club affiliations, and use of tobacco should also be ascertained. None of the district superintendents indicated a preference for ascertaining the political affiliations of elementary principalship candidates.

Summary of Findings Related to Professional Selection Standards

The highest percentage of the total number of district superintendents indicated that formal administrative training should be used as a professional standard to select elementary principalship candidates. More than fifty percent of the district superintendents replied that elementary principalship candidates should also be members of the district personnel, and have Memorial University training. Less than fifty percent of the district

superintendents replied that elementary principalship candidates should be either male candidates, or married candidates, or be obligated to reside near the school center.

Summary of Findings Related to Professional Selection Techniques

An analysis of the responses of the total number of district superintendents showed that one hundred percent of the district superintendents preferred that personal interviews be used to select elementary principalship candidates. Ninety-six percent of the district superintendents replied that printed information and letters of recommendation should also be used to select elementary principalship candidates. More than fifty percent of the district superintendents indicated that supervisors' recommendations, written guidelines, interview panels, standardized application forms, set salary scales, formalized job descriptions, pre-appointment physical examinations, and payment of applicants' interview expenses should be used as professional techniques to select elementary principalship candidates. It was also discovered that less than fifty percent of the district superintendents preferred to use wide publication of vacancies, statements of philosophies of education, and any form of competitive examination to select elementary principalship candidates.

Summary of Findings Related to Personal Attributes

An analysis of the total number of district superintendents' estimations of the importance of certain personal attributes of elementary principalship candidates revealed that the principalship candidates' belief in the importance of children, willingness to seek solutions with an open mind, ability to evaluate teacher effectiveness, and general sense of responsibility were the four most important personal attributes. At the other end of the continuum, elementary principalship candidates' political affiliation, and attitude on dancing were the two personal attributes identified as of little or no importance.

In summary then, it was discovered that the district superintendents, as a group, did differ significantly in their preferences of the criteria to be used in the selection of elementary principalship candidates. However, the district superintendents, on a number of occasions, did indicate an extremely high preference collectively for certain criteria that should be used to select competent elementary principals. It was also discovered that the professional characteristics of the district superintendents had little influence on their preferences of the selection criteria.

II. CONCLUSIONS

Several points follow which should be remembered when interpreting the conclusions of this study:

1. The sample selected for use in this study may approximate the parameters of the total district superintendent population, but essentially, it includes only Integrated and Roman Catholic district superintendents.
2. An attempt is made to present an assessment of only the major findings.
3. The conclusions may apply only for the specific period under question in the present study.

Conclusion 1

In terms of having a uniform selection procedure, the Newfoundland and Labrador educational system is similar to that of many geographical areas in which similar research has been conducted. The district superintendents, as a whole, differ in their preferences of the criteria to be used in the selection of elementary principalship candidates. One could possibly assume that regional differences within the Province of Newfoundland and Labrador account for the different preferences of selection criteria, or, the position of the Newfoundland and Labrador educational district superintendents is so new that they have not yet had sufficient time to devote to the implementation of a uniform selection process.

Conclusion 2

Though the district superintendents may not agree entirely on the professional qualifications desired in elementary principalship candidates, they do not, as a rule, put too much emphasis upon the higher professional qualifications of elementary principalship candidates. This is in line with the findings of research that nothing above the Bachelor's degree is really significantly related to success as an administrator. The exception to the rule occurs when one compares the preferences of the district superintendents who are employed in the small school districts (enrollments less than 3,200) with the preferences of the district superintendents who are employed in the large school districts (enrollments greater than 8,000). The small school districts' superintendents prefer the low professional qualifications and the large school districts' superintendents prefer the higher professional qualifications of elementary principalship candidates.

Conclusion 3

The district superintendents, taken as a whole, do not discriminate against either single or female elementary principalship candidates. The exception to this statement occurs when the district superintendents' preferences are classified according to the professional characteristics of the district superintendents. Specifically, the district

superintendents who are employed in the moderately sized school districts (enrollments greater than or equal to 3,200 but less than or equal to 8,000) indicated a preference for male elementary principalship candidates.

III. RECOMMENDATIONS

Plan for Selection

It is felt that the selection of elementary principalship candidates is vital to the successful operation of elementary schools and the one factor that each superintendent must give to the process is time. Time to look, gather data, screen and evaluate. It is also necessary that this time be used wisely by developing a procedure designed to get at key factors which should be appraised from two or three viewpoints.

Professional educators advocate that certain guidelines be set up so that the hiring districts might have some basis from which to begin and which to follow flexibly in selecting elementary principalship candidates.

The following recommended plan for the selection of elementary school principalship candidates is presented:

1. Written guidelines should be drawn up describing the particular educational centers within the districts and the needs of these particular centers. Also, an up-to-date job description for the specific position to be filled should be developed. This should reflect the super-ordinate

lateral, and subordinate relationships with an understanding of the community and its expectations.

2. Through the use of the job description, a candidate profile should be formulated including minimum requirements as to education and experience, and the qualities necessary for the position.

3. Announce the opening publicly to appropriate agencies and other sources from which candidates can be drawn, regardless of sex or marital status.

4. A biographical form should be required by the hiring district to provide background information on all candidates.

5. Letters of recommendations should be supplemented or replaced by personal telephone conversations with the candidates' referees. Contacts with the candidates' supervisors or recent university professors could be made to ascertain the candidates' scholarship and industriousness.

6. A screening committee should be chosen. Possibly, the committee could be made up of teachers, and administrators. The screening committee should clearly understand the nature and functions of the candidates' profiles as well as the job descriptions.

7. The screening committee should not exercise the practice of preferring district applicants to outside applicants, unless the applicants are equal in all other

respects.

8. The screening committees should attempt to match the needs of the school and community with the leadership strengths of all candidates.

9. The applicants should be required to attend a personal interview with the screening committee or another interview panel.

10. Upon the selection of a candidate, pre-appointment physical examinations should be required by the hiring district at the district's expense.

11. Upon the selection of an individual, a program should be planned to evaluate the selection process and the candidates, ascertaining if all the methods and techniques are reliable in the evidence they provide as well as being fair to the applicants.

Recommendations for Further Study

1. An attempt should be made to ascertain the criteria used on the secondary level.

2. A study should be made of the interview technique pertaining to the selection of elementary principalship candidates as it is presently practiced by the Newfoundland and Labrador district superintendents to determine its reliability in assessing a candidate's administrative abilities.

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APPENDICES

APPENDIX A
QUESTIONNAIRE

--. ----, District Superintendent
----- Educational District
P.O. Box ---
-----, Newfoundland

Sir:

Under the supervision of Dr. James L. Jesse and with the approval of the Department of Educational Administration, Faculty of Education, Memorial University, I am undertaking a Master's dissertation which solicits your cooperation.

The purpose of this study is to ascertain the preferences of the district superintendents regarding the professional qualifications and the relative importance of the personal attributes of candidates to the public elementary school principalship.

The assistance I need from you in this study is the completion of your enclosed questionnaire and the return of the same in the self-addressed stamped envelop.

Your name and the name of your district are not required. You may be assured that the information which is provided by you will be kept in confidence and that your district will not be specifically identified with any information presented in the study.

I most certainly realize the importance of twenty minutes in a superintendent's day, but I will reciprocate by making the results of the study available to you in abstract form, hoping that the implications may have importance to your system.

Your return of the questionnaire as promptly as possible would be greatly appreciated. This will allow the data to be collected before the termination of the school year, avoiding the annual rush on administrative duties connected with the teacher recruitments, etc. It too, will allow the results to be forwarded to you at an earlier time. Thank-you, in anticipation of your cooperation.

Very truly yours,

Maxwell Trask, Graduate Student

Dr. James L. Jesse, Supervisor

CRITERIA FOR THE SELECTION OF PUBLIC ELEMENTARY
SCHOOL PRINCIPALS IN THE PROVINCE OF NEWFOUNDLAND
AND LABRADOR AS PERCEIVED BY DISTRICT SUPERINTENDENTS

QUESTIONNAIRE - PART I

IDENTIFICATION

Directions: Fill in the blank or check the appropriate blank.

1. What is the type of educational district in which you are employed?

_____ Integrated _____ Roman Catholic

2. How many years of experience have you had as a principal of an elementary school (elementary school being k-6)?

_____ 0 _____ 6 to 10
_____ 1 to 5 _____ 11 to 15
_____ more than 15

3. How many years of experience have you had as a vice-principal of an elementary school?

_____ 0 _____ 4 to 6
_____ 1 to 3 _____ 7 to 9
_____ more than 9

4. How many years of experience have you had as a principal of a secondary school (secondary school being 7-11)?

_____ 0 _____ 6 to 10
_____ 1 to 5 _____ 11 to 15
_____ more than 15

- | | |
|-------------------|--------------|
| _____ 0 | _____ 4 to 6 |
| _____ 1 to 3 | _____ 7 to 9 |
| _____ more than 9 | |

- | | |
|-------------------|--------------|
| _____ 0 | _____ 4 to 6 |
| _____ 1 to 3 | _____ 7 to 9 |
| _____ more than 9 | |

- | | |
|--------------------|----------------|
| _____ 0 | _____ 6 to 10 |
| _____ 1 to 5 | _____ 10 to 15 |
| _____ more than 15 | |

- _____ < 3200 _____ ≥ 3200 ≤ 8000 _____ > 8000

QUESTIONNAIRE - PART II

The following questions are designed to establish the criteria in selecting elementary principals. Please check () items that you feel should be used in selecting public elementary school principals.

1. When selecting principals in a district, do you feel that candidates should have received their university training in this Province?

☐ yes☐ no

2. Do you feel that candidates should be selected on the basis of competitive examinations?

☐ yes☐ no

3. If your answer to number 2 was "yes", please check the following that applies.

☐ yes☐ no

written examinations

☐ yes☐ no

oral examinations

☐ yes☐ no

both written and oral

4. Which one of the following qualifications do you feel that the principalship candidate should have?

☐ yes☐ no

Bachelor's degree (Education)

☐ yes☐ no

Bachelor's degree and additional graduate work in educational administration

☐ yes☐ no

Graduate Diploma in educational administration

☐ yes☐ no

Master's degree (Education)

☐ yes☐ no

Master's degree and additional graduate work in ed. admin.

☐

Other: please specify _____

5. Do you feel that a school district should have a set of written guidelines for selecting principals?
- ☐ yes ☐ no
6. Do you feel that a school district should have printed information describing its system for the prospective candidates' benefits?
- ☐ yes ☐ no
7. How many years of full-time teaching experience do you feel that the candidate should have for the principalship?
- ☐ yes ☐ no 1 to 3 years
- ☐ yes ☐ no 4 to 6 years
- ☐ yes ☐ no 7 to 10 years
- ☐ yes ☐ no more than 10 years
8. Do you feel that it is necessary for the candidate to have educational administrative experience prior to employment as a principal in school districts?
- ☐ yes ☐ no
9. Should personnel within the district be given preferential consideration for the principalship vacancy -- providing their qualifications are equal?
- ☐ yes ☐ no
10. Do you feel that a set schedule should be used to determine the salary of the new principal in the school district?
- ☐ yes ☐ no
11. Do you feel that information concerning the vacancy of a principalship should be circulated in other provinces?
- ☐ yes ☐ no
12. Do you feel that school districts should have a formalized job description (regarding standards and requirements of the principalship)?
- ☐ yes ☐ no

13. Do you feel that expenses incurred by candidates invited for a personal interview should be paid by the school board?
- ☐ yes ☐ no
14. Do you feel that the applicant should be required to have teaching experience in the district in which he is a candidate for a principalship?
- ☐ yes ☐ no
15. Do you feel that an applicant should be required to have experienced teaching in an elementary school?
- ☐ yes ☐ no
16. Do you feel that the applicant should be required to have some supervisory experience other than classroom teaching (Check all items that apply)?
- ☐ yes ☐ no supervising principal
- ☐ yes ☐ no supervisor
- ☐ yes ☐ no consultant
- ☐ other: please specify _____
-
17. Do you feel that the candidate should be required to have formal training (course work) in educational administration?
- ☐ yes ☐ no
18. Do you feel that a personal interview should be required for screening applicants for the principalship?
- ☐ yes ☐ no
19. If your answer to number 18 was "yes", do you feel that the personal interview technique should be done through an interview panel?
- ☐ yes ☐ no

20. If your answer to number 18 was "yes", do you feel that the applicant, during the course of the interview, should be required to give the following (Check all items that apply)?
- ☐ yes ☐ no Philosophy of education
- ☐ yes ☐ no Political affiliation
- ☐ yes ☐ no Religious affiliation
- ☐ Other: please specify _____
-
21. Do you feel that the applicant should be required to give a written statement of his philosophy of education?
- ☐ yes ☐ no
22. Should applicants for the principalship be required to complete a standardized application form?
- ☐ yes ☐ no
23. Should letters of recommendation be required for personnel applying for the principalship?
- ☐ yes ☐ no
24. Are letters of recommendation from university professors considered worthwhile for scrutinizing the candidate's qualifications?
- ☐ yes ☐ no
25. Should letters of recommendation from the applicant's board supervisors be used as screening criteria?
- ☐ yes ☐ no
26. Do you feel that married applicants (male or female) make better candidates for the principalship?
- ☐ yes ☐ no
27. Providing the qualifications are equal, do you feel that men make better candidates for the principalship than do women?
- ☐ yes ☐ no

28. Do you feel that principals should be required to live within walking distance of their schools?
- ☐ yes ☐ no
29. Do you feel that a physical examination should be required of candidates after they have been selected for the position?
- ☐ yes ☐ no
30. Is it important to ascertain the use of alcohol by the applicant?
- ☐ yes ☐ no
31. Is it important to ascertain the applicant's use of drugs for non-medicinal purposes?
- ☐ yes ☐ no
32. Is it important to ascertain the applicant's use of tobacco?
- ☐ yes ☐ no
33. Is it important that the applicant be proficient in public speaking?
- ☐ yes ☐ no
34. Do you feel that an attempt should be made to ascertain the applicant's (Check all items that apply)?
- | | | |
|------------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> no | Emotional stability |
| <input type="checkbox"/> yes | <input type="checkbox"/> no | Self-control |
| <input type="checkbox"/> yes | <input type="checkbox"/> no | Patience |
| <input type="checkbox"/> yes | <input type="checkbox"/> no | Poise |
| <input type="checkbox"/> | | Other: please specify _____ |
-
35. Should the school board be aware of the applicant's social club affiliations?
- ☐ yes ☐ no

QUESTIONNAIRE - PART III

A number of personal attributes (items) are listed below. The items are designed to be scaled according to levels of importance, i.e., (A)-Most Important, (B)-Fairly Important, (C)-Uncertain, (D)-Of Little Importance, and (E)-Of No Importance.

Please circle the letter that best represents your opinion of the item regarding the selection of elementary school principals in any district.

Most Important	Fairly Important	Uncertain	Of Little Importance	Of No Importance
A	B	C	D	E

Circle your response

1. Academic educational preparation A B C D E
2. Previous professional experience
as an elementary teacher A B C D E
3. Previous professional experience
as an elementary principal A B C D E
4. Resourcefulness as a teacher A B C D E
5. Resourcefulness as a principal A B C D E
6. Capability to understand and hold
the respect of elementary
students A B C D E
7. Knowledge of classroom management A B C D E
8. Capacity to maintain discipline A B C D E
9. Selection from within the local
system A B C D E
10. Selection from without the local
system A B C D E
11. Leadership in educational matters A B C D E

12. Capability to work with parents A B C D E
13. Ability to make decisions quickly A B C D E
14. Democratic philosophy of education A B C D E
15. Competency of judgement A B C D E
16. Capacity to handle controversial matters in the community A B C D E
17. Capacity to plan effectively A B C D E
18. Ability to communicate A B C D E
19. Dependability A B C D E
20. Aptitude to organize A B C D E
21. Persistence A B C D E
22. Physical appearance A B C D E
23. Capacity to anticipate future needs of the school and the community A B C D E
24. Capacity to inspire faith and enthusiasm in others A B C D E
25. Adaptability A B C D E
26. Age of the applicant A B C D E
27. Intelligence A B C D E
28. Ability to supervise teachers A B C D E
29. Freedom from hearing defects A B C D E
30. Freedom from speech defects A B C D E
31. Ability to defend educational needs and methodology A B C D E
32. Good personality A B C D E
33. Interest in community affairs A B C D E
34. Posie A B C D E
35. Self-confidence A B C D E

- | | | | | | |
|--|---|---|---|---|---|
| 36. Ambition | A | B | C | D | E |
| 37. Ability to evaluate teacher effective
ness | A | B | C | D | E |
| 38. Ability to work with all community
elements | A | B | C | D | E |
| 39. Sense of humour | A | B | C | D | E |
| 40. Tactfulness | A | B | C | D | E |
| 41. Honesty | A | B | C | D | E |
| 42. Self-control | A | B | C | D | E |
| 43. Patience | A | B | C | D | E |
| 44. Personal enthusiasm | A | B | C | D | E |
| 45. Friendliness | A | B | C | D | E |
| 46. Cooperativeness | A | B | C | D | E |
| 47. Initiative | A | B | C | D | E |
| 48. Good financial standing | A | B | C | D | E |
| 49. Loyalty | A | B | C | D | E |
| 50. Political affiliation | A | B | C | D | E |
| 51. Religious affiliation | A | B | C | D | E |
| 52. Understanding of the differences in
religions | A | B | C | D | E |
| 53. Attitude on social drinking | A | B | C | D | E |
| 54. Attitude on smoking | A | B | C | D | E |
| 55. Attitude on dancing | A | B | C | D | E |
| 56. Club membership and social contacts | A | B | C | D | E |
| 57. Extracurricular activities while in
university | A | B | C | D | E |
| 58. Ability to speak in public | A | B | C | D | E |
| 59. Ability to delegate duties and re-
sponsibilities | A | B | C | D | E |

60. Sex of the applicant A B C D E
61. Responsiveness to suggestions A B C D E
62. General sense of responsibility A B C D E
63. Awareness and knowledge of the
patterns of child development A B C D E
64. Frankness in discussions A B C D E
65. Willingness to make use of out-
side personnel A B C D E
66. Willingness to allow the staff
to question administrative
decisions A B C D E
67. Belief in the fact that the child-
ren he works with are of tanta-
mount importance. A B C D E
68. Ability to take criticism of the
school impersonally without be-
coming emotionally involved A B C D E
69. Willingness to seek solutions to
problems with an open mind and a
positive attitude A B C D E
70. Ability to see the implications
of current educational trends
for the particular educational
center A B C D E
71. Rigid but fair in the enforcement
of rules A B C D E
72. Flexible but fair in the enforcement
of rules A B C D E
73. Tends to avoid corporal punishment A B C D E
74. Tolerant and decisive A B C D E
75. Knowledge of child development and
its meaning to behavioural patterns
in children A B C D E

APPENDIX B
CORRESPONDENCE

FOLLOW-UP LETTER
NO. 1

--. ----, District Superintendent
----- Educational District
P.O. Box ---
-----, Newfoundland

Sir:

During the past two weeks, I have received many of the questionnaires of my study of the criteria for the selection of public elementary school principals. I am, indeed, pleased with the percentage of returns to date. However, a number of the questionnaires have not been returned. The sample for the study included thirty-one district superintendents, and it is of tantamount importance that a much higher percentage of returns be obtained.

If you have been too busy or if you did not receive the first questionnaire to allow you to cooperate in this study, would you please take a few minutes to complete and return it now as soon as you can?

In the event that you have considerably completed and returned your questionnaire, please accept my appreciation for your kind cooperation in making this study possible.

Very truly yours,

Maxwell Trask, Graduate Student

Dr. James L. Jesse, Supervisor

FOLLOW-UP-LETTER

NO. 2

P.O. Box 13
Education Building
Memorial University
St. John's, Newfoundland

District superintendent

Sir:

During the past month, I have been soliciting the cooperation of the district superintendents in connection with my Master's thesis on 'Criteria For the Selection of Public Elementary School Principals in the Province of Newfoundland and Labrador.

My initial questionnaire send-out resulted in a fifty-five percent return. In response to my follow-up questionnaire, dated April 28, I received an additional sixteen percent return. The total of seventy-one percent returns for my study is quite favourable but, in so far as the sample for the study includes only thirty-one district superintendents, it is imperative that approximately twenty-nine or thirty of the sample of thirty-one be obtained.

It is hoped that you have cooperatively returned the initial or the first follow-up questionnaire. If for any reason you have been unable to assist me by completing and returning your questionnaire, it would be appreciated if you were to take a few minutes of your valuable time and do so now.

I must express my appreciation for the assistance and consideration that you have offered me to date.

Very truly yours,

Maxwell Trask, Graduate Student

Dr. James L. Jesse, Supervisor

APPENDIX C

CRITERIA FOR THE SELECTION OF PUBLIC
ELEMENTARY SCHOOL PRINCIPALS IN THE
STATE OF TEXAS

PART I.

The following questions are designed to establish the criteria used in selecting elementary principals. Please check (✓) items that you personally use or would use in selecting an elementary school principal.

1. When selecting principals in your system, do you prefer those candidates who have received their college education in Texas?

☐ yes ☐ no

2. Do you select your principals on the basis of competitive examinations?

☐ yes ☐ no

3. If your answer to question number 2 was "yes", please check the following:

☐ written examinations ☐ oral examination

☐ both written and oral examinations

4. Which degree do you require the principals to have?

☐ Bachelor's degree

☐ Bachelor's degree and additional graduate work

☐ Master's degree

☐ Master's degree and additional graduate work

☐ The degree of Doctor of Philosophy or Doctor of Education

5. Is the applicant required to hold a professional elementary teaching certificate?

☐ yes ☐ no

6. Are applicants who do not hold an administrative certificate considered?
- ☐ yes ☐ no
7. Do you have a list of qualifications for principals compiled by your school system for use in selection of a principal?
- ☐ yes ☐ no
8. Do you have a statement of information concerning the schools and communities prepared for prospective candidates?
- ☐ yes ☐ no
9. How many years of classroom teaching experience do you prefer the candidate to have?
- ☐ one to five years
- ☐ six to ten years
- ☐ over ten years
10. Do you prefer the candidate to have had administrative experience prior to employment as a principal in your district?
- ☐ yes ☐ no
11. If someone in your present school system has qualifications equal to those of other applicants, is this person given preference when selecting a new principal?
- ☐ yes ☐ no
12. Is a set formula used to determine the salary of a new principal?
- ☐ yes ☐ no
13. Do you circulate information concerning the vacancy in other states throughout the country when you are seeking prospective principals?
- ☐ yes ☐ no

14. Does your school system have a printed set of standards and requirements relating to the principal's position?
☐ yes ☐ no
15. Are expenses of candidates who are invited for an interview paid by the school board?
☐ yes ☐ no
16. Do you require that the applicant have some teaching experience in an elementary school?
☐ yes ☐ no
17. Do you require that the applicant have some teaching experience in your school system?
☐ yes ☐ no
18. Do you require that the applicant have some previous supervisory experience?
☐ yes ☐ no
19. Do you require that the applicant have a major in educational administration?
☐ yes ☐ no
20. Do you require that the applicant have a minor in educational administration?
☐ yes ☐ no
21. Do you require a personal interview with the applicant?
☐ yes ☐ no
22. Do you require that the applicant go before an interviewing panel?
☐ yes ☐ no
23. During the interview, do you suggest that the applicant give an indication of his philosophy of education?
☐ yes ☐ no

24. Do you require a written statement of the applicant's philosophy of education?
- ☐ yes ☐ no
25. Do you require the completion of an application form?
- ☐ yes ☐ no
26. Do you require letters of recommendation?
- ☐ yes ☐ no
27. Do you require letters of recommendation from the applicant's supervisors?
- ☐ yes ☐ no
28. Do you require letters of recommendation from the applicant's college or university professors?
- ☐ yes ☐ no
29. In selection of a principal, do you prefer the candidate be married?
- ☐ yes ☐ no
30. All qualifications being equal, would you prefer a male or female principal?
- ☐ male ☐ female
31. Do you require principals to reside in your school district?
- ☐ yes ☐ no
32. Do you require a pre-appointment physical examination?
- ☐ yes ☐ no
33. Do you investigate the applicant's emotional stability?
- ☐ yes ☐ no
34. Do you investigate the applicant's use of alcohol?
- ☐ yes ☐ no

35. Do you investigate the applicant's use of tobacco?

☐ yes

☐ no

36. Do you attempt to ascertain the applicant's public speaking ability?

☐ yes

☐ no

37. Do you investigate the applicant's social club affiliation?

☐ yes

☐ no

PART II.

A number of personal attributes are listed below. A five point scale using the letters "A" through "E" is to the right of these subjects. Will you please draw a circle around the point on the scale which best represents your evaluation of each subject as it is related to the selection of an elementary principal in your district.

Most Important	Fairly Important	Uncertain	Of Little Importance	Of No Importance
A	B	C		
1. Educational preparation	A	B	C	D E
2. Previous professional experience as a teacher	A	B	C	D E
3. Previous professional experience as a principal	A	B	C	D E
4. Resourcefulness as a teacher	A	B	C	D E
5. Resourcefulness as a personal attribute	A	B	C	D E
6. Capability to understand and hold respect of elementary age students	A	B	C	D E
7. Knowledge of classroom management	A	B	C	D E
8. Capacity to maintain discipline	A	B	C	D E
9. Selection from within the local system	A	B	C	D E
10. Selection from without the local system	A	B	C	D E
11. Leadership in educational matters	A	B	C	D E
12. Capability to work with parents	A	B	C	D E
13. Ability to work with all community elements.	A	B	C	D E
14. Capacity to handle controversial issues in the community	A	B	C	D E
15. Ability to make good decisions quickly	A	B	C	D E
16. Competency of judgement	A	B	C	D E
17. Democratic philosophy of education	A	B	C	D E
18. Capacity to inspire faith and enthusiasm in others	A	B	C	D E
19. Capacity to anticipate future needs of school and community	A	B	C	D E
20. Ability to communicate	A	B	C	D E
21. Capacity to plan effectively	A	B	C	D E
22. Aptitude to organize	A	B	C	D E
23. Physical appearance of applicant, grooming .	A	B	C	D E
24. Age of the applicant	A	B	C	D E
25. Sex of the applicant	A	B	C	D E
26. Freedom from hearing defects	A	B	C	D E
27. Freedom from speech defects	A	B	C	D E
28. Good personality	A	B	C	D E
29. Poise	A	B	C	D E

30.	Sense of humor	A B C D E
31.	Tactfulness	A B C D E
32.	Self-control	A B C D E
33.	Honesty	A B C D E
34.	Patience	A B C D E
35.	Personal enthusiasm	A B C D E
36.	Friendliness	A B C D E
37.	Cooperativeness	A B C D E
38.	Initiative	A B C D E
39.	Loyalty	A B C D E
40.	Good credit standing	A B C D E
41.	Political affiliation	A B C D E
42.	Church affiliation	A B C D E
43.	Understanding of differences in religion ..	A B C D E
44.	Attitude on social drinking	A B C D E
45.	Attitude on smoking	A B C D E
46.	Attitude on dancing	A B C D E
47.	Club membership and social contacts	A B C D E
48.	Extra-curricular activities in college	A B C D E
49.	Ability to speak in public	A B C D E
50.	Ability to delegate responsibilities and duties	A B C D E







